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ABSTRACT

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in the program area of Personnel Preparation. The program descriptions are grouped by the 13 competitions under which they were funded, including: Preparation of Special Education, Related Services, and Early Intervention Personnel To Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities; Preparation of Leadership Personnel; Preparation of Minority Personnel; Preservice Personnel Training; Special Projects; Improving the Preparation of Personnel To Serve Children with High-Incidence Disabilities; Projects of National Significance; Partnerships To Link Personnel Training and School Practice; and Special Olympics. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

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ED 437 791

DISCRETIONARY PROJECTS SUPPORTED BY THE
OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 1999

PERSONNEL PREPARATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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EC 307641

U.S. DEPARTMENT OF EDUCATION
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RESEARCH TO PRACTICE DIVISION

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 1999

PERSONNEL PREPARATION

PREPARED BY
RAY ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

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PERSONNEL PREPARATION

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This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the orignial IDEA, but for the purposes of this directory, they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Information** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information*)

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Personnel Preparation," presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

Within this section of the directory, the projects are grouped under the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:
- Project Director Index
- Organization Index
- State Index
- Subject Index

(84.029A and 84.325A)
Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities

Grant Number: H029A970014

Preparation of Special Educators to Serve Children and Youth Who are Deaf/Hard of Hearing with Additional Conditions

Project Director: Rose, Susan
University of Minnesota
Educational Psychology Department
178 Pillsbury Drive SE
Minneapolis, MN 55455
612-624-6387
E-mail: srosw@maroon.tc.unm.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project incorporates five distinctive elements beyond the fundamental teacher preparation model in education for infants, children, and youth who are deaf or hard of hearing. These elements include: the case-study approach as a training tool, with specialized problem-solving strategies in the areas that compound access to education and information; service to targeted students provided by trainees in a variety of community-based and educational settings prior to student teaching; a Master Teacher mentor assigned to each trainee; specialized training in the use and adaptation of augmentative and alternative technology-based communication systems; and specialized training in the use and application of ecological assessments. A minimum of 30 trainees will participate in the program; at the end of the first year, a minimum of 10 graduate-level students will complete licensure requirements in the area of education for deaf/hard-of-hearing students and specialized training in other conditions.

Grant Number: H029A970015

The Preparation of Teacher/Consultants to Serve Individuals with Visual Disabilities

Project Director: Jackson, Richard M.
Boston College
School of Education 140 Commonwealth Avenue
Chestnut Hill, MA 02167-3813
617-552-8429
E-mail: jacksonr@bc.edu

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project of Boston College intends to prepare 60 teacher/consultants to serve individuals with visual impairments. In each of the three cycles, 20 graduate students will complete a Master of Education program leading to Massachusetts standard certification as a Teacher of Students with Visual Impairments.

Method: The program consists of specialty and core courses, pre-practica attached to courses, and a semester of full-time clinical experience with a clinical semester. Graduates of the program will be prepared to assume a variety of roles in both rural and urban settings and with mixed minority and multicultural influences as itinerant teacher/consultants.

Grant Number: H029A970019

Preservice Program in Visual and Multiple Disabilities

Project Director: Corn, Anne
Vanderbilt University
Box 328 Peabody
Nashville, TN 37203
615-322-2249
E-mail: Anne.Corn@Vanderbilt.edu

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project of Vanderbilt University's Program in Visual Disabilities (PVD) intends to train 30 master's level teachers of students with visual impairments (TVI) and 10 teachers of students with visual and multiple disabilities over the three years of the project; the latter group will receive certifications in both the TVI and Comprehensive areas of Special Education. This project will involve cooperation with state departments of education, local education agencies, and special schools for children with visual impairments.

Method: The project seeks to recruit a diverse student body from within Tennessee and throughout the southeast region; it will prepare educators with competencies related to learners with visual disabilities and with visual and multiple disabilities; and it intends to place at least 60 percent of its graduates throughout the Southeast. It will link its core curriculum areas—low vision and orientation and mobility—to consultation and preparation of new TVIs, and it will maintain a rigorous evaluation system for students, faculty, and the PVD preservice program. Practicum hours will be increased to comply with new Blind and Visually Impaired standards, which will allow the option for trainees to become teachers of students with visual impairments or teachers with competencies in visual and multiple disabilities.

Grant Number: H029A970025

Integrated Teacher Education in Visually Impaired and Orientation and Mobility, Incorporating an Innovative Use of Technology

Project Director: Alonso, Lou
Michigan State University
331 Erickson Hall
East Lansing, MI 48824
517-355-1835

Beginning Date: 8/16/97
Ending Date: 8/15/00

Purpose: The purpose of the project is to increase the supply of teachers of children with visual disabilities through a new baccalaureate integrated teacher education/special education preparation model, yielding 15 graduates per year, and to improve the quality of Michigan State University trainees with the addition of a new component in access technology to prepare them to instruct K-12 children with visual impairments on the use of technology for knowledge acquisition, communication, and networking. The project will also strengthen the orientation and mobility program by offering a new course for children and youth who are visually impaired and have additional disabilities. The training model balances academic courses, field-based instruction, and intern teaching.

Grant Number: H029A970027

Training School Psychologists in Assessment Intervention and Integration of Students with Low Incidence Disabilities

Project Director: Shapiro, Edward; Cole, Christine
Lehigh University
College of Education
111 Research Drive
Bethlehem, PA 18015
610-758-3258
Fax Number: 610-758-6223
E-mail: ess2@lehigh.edu

Beginning Date: 8/01/97
Ending Date: 7/30/00

Purpose: The purpose of this project is to train 30 school psychologists enrolled in a certification program in a specialization that emphasizes current knowledge, skills, and expertise in assessment, intervention, and integration of students with low incidence disabilities. Specifically, the project will focus on students with autism, severe mental retardation, and multiple disabilities, the types of students most likely to be encountered by school psychologists but an area in which they have historically received little training. The project will emphasize training psychologists to function in a liaison role to support and facilitate the integration of these students into general education settings and community-based activities.

Grant Number: H029A970028

Teacher Internship

Project Director: Warden, Kathleen
University of Tennessee
College of Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
423-974-3466

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project intends to meet the need for more teachers for deaf or hard-of-hearing students through a five-year teacher preparation program for students who may lack the financial resources to complete a longer-than-traditional program. In addition to regular training, this program requires a graduate-level professional internship year for completion. This internship will provide in-depth training and time to provide a written description of the students' action research project.

Grant Number: H029A970030

Transdisciplinary Training of Special Education and Related Services Personnel in Early Intervention

Project Director: Kahn, James; O'Shea, Roberta
University of Illinois - Chicago
ECRIP: Early Intervention Program
1640 W. Roosevelt Rd
Chicago, IL 60608
312-413-1563
E-mail: jkahn@uic.edu

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The project intends to train preservice early interventionists to be leaders in transdisciplinary early intervention service provision for children with low-incidence disabilities, providing 45 graduate students from five disciplines with coursework and practicum experiences. A transdisciplinary advisory committee representing three practicum sites, the four academic departments (physical therapy, special education, social work, and audiology/speech-language pathology), the family members of children with disabilities, and the project administration will assist in designing course materials, recruiting faculty and families to teach in the courses, and selecting appropriate preservice students.

Grant Number: H029A970032

Dual Program in Special Education for Teaching Children Who are Visually Impaired/Orientation and Mobility

Project Director: Whitten, Elizabeth; Wiener, William
Western Michigan University
Department of Blind Rehabilitation
Kalamazoo, MI 49008
616-387-3457
E-mail: whitten@wmich.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project is a comprehensive regional program designed to graduate dually prepared personnel to meet the educational as well as orientation and mobility needs of students who are visually impaired. A major portion of this program incorporates a distance education format which will allow a broader reach throughout the region and surrounding states. The program consists of graduate level courses leading to certification in teaching of children who are visually impaired and in orientation and mobility. Three cohorts of 10 on-campus students and three cohorts of six distance education students should be served by this program. Western Michigan University intends to continue the program beyond the three-year grant period.

Grant Number: H029A970033

Preparation of School Social Workers for Work with Deaf and Hard of Hearing Children

Project Director: Arcari, Teresa
Gallaudet University
Dept. of Social Work
800 Florida Ave. NE
Washington, DC 20002
202-651-5160
E-mail: teresa.arcari@gallaudet.edu

Beginning Date: 8/15/97
Ending Date: 8/14/00

Purpose: This is a three-year pilot project to prepare social workers to work with deaf and hard of hearing children in mainstream and specialized schools. It will recruit and prepare approximately 30 social work graduates to focus on deaf children. Course material on school social work will become a part of the curriculum for participating students and, through the efforts of the project, the number and capability of practicum sites in school settings will be expanded and strengthened; eventually, this previously unaddressed program area will be solidly established at Gallaudet.

Grant Number: H029A970034

Modification of an Existing Summers-Only Training Program in School Counseling: Emphasis on Mental Health Needs of Deaf, Hard of Hearing and Multiply Disabled Deaf Children in Educational Settings

Project Director: Zieziula, Frank
Gallaudet University
Dept. of Counseling
800 Florida Ave NE
Washington, DC 20002-3695
202-651-5515

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The purpose of this project is to better prepare entry-level school counselors to address the mental health needs of school-aged deaf, hard-of-hearing, and multiply disabled deaf children by incorporating specialized training into an existing school counseling and guidance masters degree program. The program will provide much of the specialized graduate-level training during the summer months to make use of educators/interpreters/residence staff. The project will train a minimum of 12 school counselors during the three-year grant period.

Grant Number: H029A970040

Preparation of Special Education Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children & Youth with Low-Incidence Disabilities: Graduate Training Program with an Emphasis in Asperger Syndrome

Project Director: Myles, Brenda
University of Kansas - Lawrence
Dept. of Special Education
3001 Dole Bldg.
Lawrence, KS 66045
913-588-5955

Beginning Date: 8/15/97
Ending Date: 8/14/00

Purpose: This project will prepare teachers and other direct service professionals to educate children and youth with Asperger Syndrome in the state of Kansas; leading to licensure in the area of adaptive disabilities and an endorsement in Asperger Syndrome. The project will utilize resources at the University of Kansas and its medical center, including faculty from the Department of Special Education. Students will interact with interdisciplinary teams and leaders in the field of Asperger Syndrome; they will evaluate students with the syndrome, integrate their findings with other team members, interpret assessment results to teachers and parents, and provide on-site assistance for implementation of team recommendations. Fifteen full-time students seeking a graduate degree in special education (with an emphasis in Asperger Syndrome) will be supported annually.

Grant Number: H029A970041

Preparation of Personnel for Service to Low-Incidence Disability Populations

Project Director: Darrow-Engleman, Melissa A.
East Carolina University
Dept. of Special Education
235 Speight Building
Greenville, NC 27858-4353
919-328-6400

Beginning Date: 7/01/97
Ending Date: 6/30/00

Purpose: The project will improve upon an existing program to prepare individuals to serve students with low-incidence disabilities in the rural area of eastern North Carolina, where few of the targeted population of students actually receive services from personnel who are specifically trained to meet their needs. Over three years, the project will provide an add-on certification and/or master's degree training to 120 persons in low-incidence disabilities; it will provide supplementary training to add-on certification and/or master's degree students to assure depth of knowledge in several specific areas of low-incidence disabilities; and it will produce and disseminate a tutorial CD and training videotapes.

Grant Number: H029A970050

Training Teachers of Students with Severe Disabilities

Project Director: Lane, Gloria M.
Johns Hopkins University
Div. of Education
3400 Charles St.
Baltimore, MD 21218-2692
410-516-8275

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is intended to meet the need for qualified special education instructors in Maryland who can provide instructional and behavioral supports for students with a combination of severe disabilities. The program will provide graduate training for 30 professionals who need full qualifications to teach students with severe disabilities. The curriculum consists of coursework and supervised practica that includes models with a demonstrated degree of success for children with a wide range of severe disabilities, including pervasive developmental disorders. The project emphasizes mentoring partnerships between trainees and veteran teachers and parent partnerships with families of the students with disabilities.

Grant Number: H029A970054

Preparing Speech-Language Pathologists and Early Childhood Providers to Serve the Needs of Children with Autism Spectrum Disorders in Rural Settings

Project Director: Prelock, Patricia
University of Vermont
Communication Sciences
489 Main Street, 407 Pomeroy Hall
Burlington, VT 05405
802-656-2529
E-mail: pprelock@200.uvm.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will provide interdisciplinary preservice preparation for speech-language pathologists at the master's and specialist levels, and interdisciplinary preservice preparation for early childhood special educators at the specialist level to serve children with Autism Spectrum Disorders and their families in rural settings. It will also provide specialist training to related services personnel. A total of 48 specialists will be trained over the three years of the project. The major components of the program design will be: the development of four interdisciplinary training teams comprised of a second year master's degree student in speech-language pathology, a community speech-language pathologist, a community early-childhood special educator, and a related-services provider; the implementation of a competency-based training curriculum and of distance-learning technology using family-resource consultants as facilitators; the implementation of training across the state; and collaboration among university programs and state agencies.

Grant Number: H029A970055

Paraprofessional Teacher Training Project — A.A. Degree Program (Emphasis in Low Incidence Training)

Project Director: Baca, Leonard
University of Colorado - Boulder
School of Education Campus Box 19
Boulder, CO 80309-0019
303-492-5416

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The goal of the project is to build the capacity for Aims Community College to operate a training program in bilingual special education with an emphasis in low incidence disabilities and to provide needed training to paraprofessionals in districts that lack such special education personnel. The result of this project will be an established Associate of Arts degree program in bilingual special education at Aims Community College with an emphasis in low incidence disabilities and a cadre of well-trained bilingual paraprofessionals who possess skills to work with students with low incidence disabilities and their families.

Grant Number: H029A970066

Preparation of Personnel to Serve Infants and Toddlers with Low Incidence Disabilities and Their Families

Project Director: Beckman, Paula J.
University of Maryland
Rm 2100 Lee Building
College Park, MD 20742-5141
301-405-6492

Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: This project will prepare master's level students to serve infants and toddlers in the state of Maryland with low incidence and multiple disabilities. The program will be open to master's students in special education who wish to specialize in the area of young children with multiple disabilities and those seeking degrees in disciplines other than special education who wish to receive training and experience in this area. The program stresses an interdisciplinary approach: students work in a variety of settings with professionals currently serving infants and toddlers with low incidence disabilities, and with the families of these children, interacting in different service-delivery and community settings. Approximately 12-15 students per year are expected to participate in the training program.

Grant Number: H029A970073

Preparation of Special Physical Educators as Direct Service Providers and Consultants for LREs Serving Students with Low-Incidence Disabilities

Project Director: French, Ron
Texas Woman's University
Dept. of Kinesiology
PO Box 425647
Denton, TX 76204
817-898-2582
E-mail: nfrench@ceo.cudenver.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will prepare master's-level special physical educators who have completed a four-year degree in physical education and hold a valid teaching certificate in the area of adapted physical education. The training will provide direct teaching services as well as consultant services to teachers and others providing physical education services to children and youth with low-incidence disabilities. It will involve two new courses in special education, internships in different environments (e.g., inclusionary, motor labs, peer tutoring) in the Dallas-Fort Worth area, weekly seminars and practica, and new competencies within the curricula of all master's level courses for special physical educators. Each year, 12 interns will be prepared, and 10 to 12 additional students will benefit from the new component by taking some of the new or modified classes and practica.

Grant Number: H029A970074

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists in Vision and Hearing

Project Director: Robins, Kathleen; McDonnell, Andrea
University of Utah
Dept. of Special Education
221 Milton Bennion Hall
Salt Lake City, UT 84112
801-581-6082
E-mail: Krobins@gse.utah.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project intends to build upon existing programs in early childhood special education and training in sensory impairments across two universities to prepare interventionists to serve children birth through five years who have vision and hearing impairments throughout the state of Utah. At least 18 students per year will be enrolled. The two existing programs are the only approved programs in early childhood and sensory impairments with this established distance education capacity, which will allow the project to deliver the program to both urban and rural areas of Utah and surrounding states. Students will be supported by stipends and tuition waivers, and graduates of the program will be qualified to fill many roles in serving children with sensory impairments, including as early interventionists in home and center-based programs, as consultants to early intervention programs, as preschool teachers in categorical and integrated programs, and as consultants in integrated programs. Graduates will be certified in early childhood special education with an endorsement in hearing or visual impairments and a credential in early intervention through the Utah Department of Health. Consortium and state agencies have committed to identifying ways to continue the program beyond project funding.

Grant Number: H029A970075

Preparation of Personnel in Secondary Special Education and Transition Service Delivery for Youth with Low Incidence (Severe) Disabilities

Project Director: Moon, M. Sherril
University of Maryland
Research Admin and Advancement
Room 2100 Lee Building
College Park, MD 20742-5141
301-405-6491

Beginning Date: 8/15/97
Ending Date: 8/14/00

Purpose: The project will provide training and certification for secondary special education teachers in classroom and transition-related instruction of secondary students with low incidence or severe disabilities. Graduate-level coursework and extensive field experience will focus on performance-based assessment techniques that allow trainees to: establish and implement individual transition plans for individuals with multiple disabilities at the secondary level that encompass a range of postsecondary outcomes; develop other assessment techniques related to transition programming; develop and monitor work-based sites for individuals with severe disabilities; apply instructional and assistive technology across related domains; develop and implement social-skills and self-determination programs at various sites; design support systems related to independent living; support families of individuals with severe disabilities; develop cooperative relationships with employers, service agency personnel, and consumer advocacy networks; and provide advocacy and instructional techniques that facilitate inclusion of students with low-incidence disabilities in academic, vocational, and community settings.

Grant Number: H029A970076

Graduate Interdisciplinary Preparation of Special Education Personnel to Serve Children and Youth with Autism

Project Director: Wetherby, Amy
Florida State University
Dept. of Communication Disorders
107 Regional Rehabilitation Center
109 Herb Morgan Building
Tallahassee, FL 32306
850-644-8456

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project represents a statewide collaborative effort between the Departments of Communication Disorders and Special Education at Florida State University and the five Centers for Autism and Related Disabilities (CARD) in Florida to support: preservice training of special education teachers and speech-language pathologists with a specialization in the area of autism, 12 full-time students seeking master's degrees, and 60 educators currently working with children with autism who are seeking an endorsement in profoundly handicapped-autism.

Method: The project model is competency based, reflecting the values of the CARD and derived from the most current educational practices to meet the requirements for the profoundly handicapped endorsement. Additionally, master's candidates will meet departmental requirements in special education or speech-language pathology. Trainees in the two disciplines will take coursework together and both will participate in practica, which will enhance the training of interdisciplinary teams as well as the collaborative nature of this project.

Grant Number: H029A970092

Alternative Endorsement Special Education Teacher II: Severe Needs Project

Project Director: Sands, Deanna
University of Colorado - Denver
PO Box 173664 - Campus Box 123
Denver, CO 80217
303-556-6289
E-mail: dsands@ceo.cudenver.edu

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will prepare 48 special education teachers to address key issues such as the shortage of well-trained personnel prepared to provide special education services to youth with low-incidence disabilities; the need for field-based internship programs that provide opportunities for supervised experiences in developing, implementing, and evaluating special education services; the need for special education personnel to participate collaboratively in urban secondary settings; and the need to involve individuals with disabilities and their families and community service providers in the preparation of teachers. Internships will be located in four urban high schools currently involved in federally funded research and model demonstration projects with regard to inclusion, standards-based education, and transition services. At the end of three years, a total of 48 special education teachers will have been trained at the graduate level, and the university and school districts will have a skilled cadre of school, consumer, family, and community service supports to continue the project goals.

Grant Number: H029A970099

Improving Quality of Instruction for Students At Risk or Identified with Disabilities by Training School Psychologists in Instructional Consultation

Project Director: Kaminski, Ruth; Shinn, Mark R.
University of Oregon
School Psychology Program
5219 University of Oregon
Eugene, OR 97403
541-346-2146
E-mail: jkahn@uic.edu; mshinn@oregon.uoregon.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project seeks to improve the ongoing training program at the University of Oregon for masters-level school psychologists in early intervention. The program will expand the interdisciplinary focus through coursework and practicums and add competencies in the following areas: family-guided service delivery, inter-disciplinary/agency collaboration, transition planning, and case management. The range of ages served by graduates will be expanded to include birth to eight years of age. School psychologists will be trained within a problem-solving model to conduct functional and ecologically valid assessments of infants and young children with special needs and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development; to design and implement transition plans from preschool to elementary program and increase the likelihood of success; to conduct applied research to enhance educational services; and to provide training to improve existing services where the need is greatest. Students will receive competency-based training in assessment, interdisciplinary and interagency collaboration, family involvement, case management, intervention, evaluation, research, and training. In addition to coursework in early intervention and school psychology, students will complete a series of practicum experiences and internships in relevant areas; they will engage in extensive supervisory and teaching experiences to master skills; and they will complete research training to advance the knowledge base in early childhood school psychology.

Grant Number: H029A970100

Full-Spectrum Multidisciplinary Preservice Training in Adapted Physical Education with Emphasis on Low-Incidence Disabilities

Project Director: Porretta, David
Ohio State University
College of Education 1960 Kenny Road
Columbus, OH 43210
614-292-3110
E-mail: porretta.1@osu.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project focuses on multidisciplinary preservice training in adapted physical education (APE) with special emphasis on low-incidence disabilities. Trainees will select one of three credentialing programs: undergraduate, graduate, or non-degree state-approved certification. The project's approach places emphasis on collaboration between APE and general teacher education programs, and it consists of an APE/general teacher education core, a multidisciplinary core, and a practicum core which emphasizes inclusive settings.

Grant Number: H029A970104

Autism Training Initiative for Frontier Areas

Project Director: Zahn, Gail; MacLean, Bill
University of Wyoming
WIND UAP PO Box 4298
Laramie, WY 82071-4298
307-766-2765

Beginning Date: 8/01/97
Ending Date: 7/31/00

Purpose: The Wyoming Institute for Disabilities proposes a three-year project to provide a program of study to certify 30 professionals to work with children with autism. The project will assist rural school district personnel in providing more effective services for students with autism in neighborhood schools and communities. The ultimate goal is to facilitate a system of personnel development and statewide certification in teaching of children with autism, based on identified standards. The project has three components: trainee recruitment activities, preservice graduate level instruction, and practicum experience, and will be a collaborative effort among the University of Wyoming, the Wyoming Department of Education, national experts in autism, and the Wyoming Professional Teaching Standards Board. The targeted professionals will come from trainees currently working with children with autism in Wyoming public and Bureau of Indian Affairs schools.

Grant Number: H029A970107

Preparing Teachers to Assure Quality Educational Outcomes for Students with Moderate to Severe Disabilities in the Appalachian Region of Kentucky

Project Director: Knoll, James; Barlow, Cathy
Morehead State University
901 Ginger Hall
Morehead, KY 40351
606-783-2857

Beginning Date: 8/01/97
Ending Date: 7/31/00

Purpose: The project intends to increase the number of qualified teachers certified in moderate to severe disabilities in eastern Kentucky and to enhance the quality of education in the region. Teachers who will receive advanced gradate training to become certified in the area of moderate to severe disabilities include up to 45 new teachers, 24 current teachers with an endorsement in this area, and up to 90 educational personnel currently working in this area. Students will be prepared to work in an interdisciplinary environment, to collaborate with families and colleagues, to support inclusion in all aspects of school life, and to develop functional individualized education programs for the children whom they will be serving.

Grant Number: H029A970113

Western Regional Graduate Program in Blindness and Visual Impairment

Project Director: Ferrell, Kay A.
University of Northern Colorado
Division of Special Education
McKee 29 501 20th Street
Greeley, CO 80639
970-351-1653
E-mail: kferrell@bentley.unco.edu

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project intends to facilitate the services of the Vision Program of the University of Northern Colorado to the western states of Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Current courses would be offered to all of these states via electronic mail, compressed video, and other formats.

Method: The project intends to provide faculty support to convert course offerings to various distance-education media and it intends to support the increasing number of students, ranging from 8 graduates the first year to some 65 by the third year. The project intends to convert its courses to formats that will continue to meet the needs of the western region after the grant period, since the distance formats will allow continued enrollment by qualified individuals in any of the western states.

Grant Number: H029A970115

Preparation of ECSE Personnel in South Carolina

Project Director: Brown, William H.; Boutte, Gloria
University of South Carolina
Education Psychology
College of Education
Columbia, SC 29208
803-777-6582

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project addresses the critical shortage of well-trained professionals in early childhood special education for children with low-incidence disabilities in inclusive preschool programs. Forty-four graduate students will be trained across the three years of the program, which employs a Professional Development School (PDS) model in local schools with inclusive classrooms. Coursework will be linked to field-based practicum experiences and collaborative student teams composed of early childhood/elementary educators, and special educators will work with the faculty supervisors, preschool teachers, and related service personnel at the practicum sites for opportunities to apply emerging professional knowledge. Through the project, two high-quality PDS sites for training recommended practices in early childhood special education will be established, and a cadre of professionals who can implement these practices will be trained in early childhood special education for young children with low-incidence disabilities in inclusive preschool programs.

Grant Number: H029A970116

The Teacher III Assistive Technology Preservice Training Project

Project Director: Goetz, Jami
University of Colorado - Denver
Department of Education
P.O. Box 173664 Campus Box 106
Denver, CO 80217-3664
303-556-3669
E-mail: jami_goetz@ceo.cudenver.edu

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to implement a master's degree program which will result in special education licensure with an emphasis in assistive technology. It intends to recruit and train 24 master's students over three years as special education/assistive technology specialists. It will provide state-of-the-art applied experiences in assistive technology related to current disability issues in local and state educational agencies. It will evaluate and institutionalize the Master's in Assistive Technology Program in the University of Colorado School of Education and disseminate the curriculum to other special education programs and selected professional groups.

Method: The project has three main components for providing preservice instruction in assistive technology: the first, credit hour modules, can be offered in conjunction with regular courses required to receive a special education teacher endorsement or as stand-alone courses for teachers returning for certification or to increase their skills; the second component is field experience; and the third is the establishment of linkages between the graduate students and families with children who have the need to use assistive technology.

Grant Number: H029A970118

Preparation of Personnel to Serve Children with Low Incidence Disabilities in Rhode Island

Project Director: Antosh, Anthony A.
Rhode Island College
University Affiliated Program
600 Mt Pleasant Ave.
Providence, RI 02908
401-456-8072

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project will support the preparation of several new personnel in special education programs concentrating in severe disabilities and early intervention, speech-language pathology and physical therapy, and teacher assistant and physical therapy assistant programs. The project will collaborate with faculty in these programs to develop instructional modules in specialized content areas and to determine effective ways of infusing this content into core trainings. The project will also implement its activities in an interdisciplinary manner to develop interconnectedness among these programs.

Grant Number: H029A970124

Low Incidence Pediatric T.B.I. Training Grant

Project Director: Graham, Linda; Logan, Robert
University of Central Arkansas
Dept of Speech Pathology
201 South Donaghey - Box 4985
Conway, AR 72035
501-450-5494

Beginning Date: 8/15/97
Ending Date: 8/14/00

Purpose: This project will expand and modify the curriculum at the University of Central Arkansas Master of Science Program in Speech-Language Pathology and add new practicum opportunities to emphasize knowledge and skills in pediatric traumatic brain injury (TBI) assessment and intervention. The project will target service delivery to pediatric TBI patients in schools, rehabilitation facilities, hospitals, and home health services, with an emphasis on school, community, and vocational entry. Liaisons with state agencies and health programs on campus will enable on-site visits, practicum sites, and exposure to interdisciplinary and transdisciplinary approaches to programming for children and adolescents with TBI. In addition, speech-language pathologists and teachers currently serving students with TBI will benefit through training and inservice opportunities. Five graduate students per year over the three years of the grant will receive stipends and payment of tuition and fees for graduate study in speech-language pathology.

Grant Number: H029A970125

Inclusive Secondary Special Education Preparation Project

Project Director: French, Nancy
University of Colorado - Denver
1444 Wazee Street, Suite 230
Denver, CO 80210
303-620-4588
Fax Number: 303-620-4588
E-mail: nfrench@ceo.cudenver.edu

Beginning Date: 9/15/97
Ending Date: 9/14/00

Purpose: This project will provide initial preparation to paraeducators who serve students with low-incidence disabilities; it will facilitate collaboration among groups to meet the challenges of paraeducator employment, career development, and training; it will enhance local capacity to supervise and train inservice paraeducators for children with low-incidence disabilities; and it will facilitate paraeducator career pathways into professions in special education through articulated training programs.

Grant Number: H029A970127

Great Plains Deaf Education/Deaf-Blind Project

Project Director: Hayes, Lynn
University of Kansas - Kansas City
Medical Center
Hearing and Speech Department
3901 Rainbow Blvd.
Kansas City, KS 66160
913-588-5750

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this new three-year project is to train at the preservice level 30 teachers of students who are deaf/hard of hearing; to provide advanced graduate course work in deaf-blind education at the preservice level to 75 students majoring in deaf education, severe and multiple disabilities, or related fields; and to provide advanced course work in deaf-blind education at the preservice/inservice level to 150 participants in general education and special education.

Method: Preservice graduate students will be supported who have elected to study in one of five areas of emphasis in Deaf Education, from early childhood through secondary. Students majoring in Deaf Education or Severe and Multiple Disabilities will be supported if they elect to take advanced course work in deaf-blind education. Graduate level seminars will be offered in deaf-blind education each summer to students and teachers in general education and special education. Training will take advantage of new technologies.

Grant Number: H029A970131

Preparing Teachers of Students who are Deaf or Hard of Hearing with Additional Disabilities: A Competency-Based and Field-Based Training Project

Project Director: Luckner, John L.
University of Northern Colorado
Special Education McKee Hall 29
Greeley, CO 80639
970-351-1672

Beginning Date: 8/16/97
Ending Date: 8/15/00

Purpose: This project addresses the need to train teachers of students who are deaf or hard of hearing and have additional disabilities. It will provide financial support for 30 trainees from the western United States pursuing a graduate degree in deaf education at the University of Northern Colorado (UNC); it will introduce a new course addressing assessment and instructional needs of students who are deaf or hard of hearing and who have additional disabilities; it will provide a required practicum for trainees working with these students; and it will target its recruitment efforts to attract trainees who are deaf, hard of hearing, disabled, or from racial or ethnic minority groups. Through its dissemination efforts, the project hopes to integrate its content into UNC's preparation program for teachers of students who are deaf or hard of hearing, thus ensuring its continued success in attracting students and maintaining its goals.

Grant Number: H029A970132

Interdisciplinary Preparation of Therapeutic Recreation Special Education and Psychology Students to Work with Individuals with Autism in School and Community-Based Settings

Project Director: Henderson, Karla
University of North Carolina - Chapel Hill
Leisure Studies Recreation Adm.
Rm 300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
919-962-1222

Beginning Date: 8/08/97
Ending Date: 8/07/00

Purpose: This project proposes an interdisciplinary effort to prepare personnel to meet the need for special education and therapeutic recreation services for students with autism. The objectives of the project are: to develop an interdisciplinary pre-service course and practicum experience to prepare graduate students in therapeutic recreation, special education, and psychology to work with students with autism in school- and community-based settings in the area of play, recreation, and social skills and to train 32 master's level students in this program; to develop and implement an interdisciplinary project to assess the effectiveness of these interventions for students with autism; to develop guidelines for therapeutic recreation as a related service; and to develop appropriate placement strategies and track job opportunities for graduates in the delivery of school- and community-based services to students with autism.

Grant Number: H029A970137

An Augmentative and Alternative Communication Program in Literacy and Multiculturalism

Project Director: Harris, Ovetta L. H.
Howard University
Communication Sciences Dept.
2400 Sixth Street, NW
P.O. Box 1071
Washington, DC 20059
202-806-4051

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will prepare speech-language pathologists for comprehensive service delivery and program development to provide quality services for culturally diverse nonspeaking children who use augmentative and alternative communication (AAC) and who are developing literacy skills. Although trainees will receive preparation for the full spectrum of AAC services, emphasis will be on literacy acquisition and development of culturally diverse clients. Eighteen students will receive the specialized training over a period of four years through AAC practicums and course work.

Grant Number: H029A970139

Collaborative Practicum in Best Practices: A Distance Education Model to Train Rural Educators for Severe/Multiple Disabilities

Project Director: Wienke, Wilfred D.
West Virginia University
608 Allen Hall
Morgantown, WV 26506-6122
304-293-3450
Fax Number: 304-293-6834

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will incorporate an innovative best-practices model using collaborative supervision teams at rural schools into a graduate certification/degree program at West Virginia University in the area of severe/multiple disabilities. Up to 40 educators over the three years of the project will complete the program with full qualifications for special education positions serving students in the region. The project will modify an existing distance learning program to provide training across remote rural areas, incorporate multimedia modules on best practices, and operate a telecommunication network for students and practitioners.

Grant Number: H029A970142

Project ENHANCE

Project Director: Mandell, Colleen
Bowling Green State University
Dept. of Special Education
451 Education Building
Bowling Green, OH 43403-0255
419-372-7280
E-mail: mandell@bgnet.bgsu.edu

Beginning Date: 7/01/97
Ending Date: 6/30/00

Purpose: The project is designed to meet the needs of professionals who work with infants, toddlers, and young children with low-incidence disabilities. Special education certification is being redesigned to embody a consultative model facilitating inclusion and to provide the specialized knowledge and skills needed for working with this population. The project will recruit 20 graduate-level students in an intensive two-year master's degree program and train 10 other inservice educators to augment their ability to serve these children. Students will be paired with practicing professionals currently serving this population. The project will actively develop practicum placements to allow future students to have similar experiences after the expiration of federal funding. Dissemination of training will include a teleconference and eight training videotapes.

Grant Number: H029A970144

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders

Project Director: Askvig, Brent
Minot State University
Center for Persons with Disabilities
500 University Ave. West
Minot, ND 58707-0002
701-858-3052
E-mail: askvig@warp6.cs.misu.nodak.edu

Beginning Date: 7/15/97
Ending Date: 7/14/00

Purpose: The project will develop and deliver a comprehensive curriculum for certifying instructors in severe behavioral disorders (SBD) in the rural areas of North Dakota. Eight students per year will be trained in an interdisciplinary program of courses to meet certification guidelines for SBD in North Dakota. Peer coaching will facilitate instruction, and mentors from community service systems will work with trainees throughout their programs of study, helping to establish contacts in the local service system networks. The project will use an interactive communication system for all participants to maintain links.

Grant Number: H029A970145

Partnerships for Diversity

Project Director: McGregor, Gail; Vogelsberg, R. Timm
University of Montana
52 Corbin
Missoula, MT 59812
406-243-5467

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This new project intends to meet the need for special educators in Montana for students with severe disabilities. It will create the first comprehensive preservice training program in low incidence disabilities in Montana, offering statewide education via interactive video and leading to a master's degree in severe disabilities. Efforts will be undertaken to provide information about students with severe disabilities in other courses across universities, to increase awareness among future general and special educators as well as related services personnel about strategies to effectively teach and include students in general education classes. Project activities are focused around five goals: (1) developing and maintaining a capacity in severe disabilities in Montana; (2) collaboration across teacher training programs in Montana; (3) university-school partnerships as a means of developing skills and improving services; (4) information dissemination within and outside of Montana; and (5) evaluation of teacher competencies and project outcomes. Over the three years of the project, 75 students are expected to complete the program supported by grant funds, and an additional 75 students will take one or more courses at their own expense for continuing education credits or inservice training units.

Grant Number: H029A970152

A Collaborative, Transdisciplinary Assistive Technology Training Program

Project Director: Kenny, Karen E.
Hampshire Educational Collaborative
30 Industrial Drive East
Northampton, MA 01063
413-486-4900
Fax Number: 413-486-0180
E-mail: kykenny@aol.com

Beginning Date: 7/01/97
Ending Date: 6/30/00

Purpose: The Hampshire Educational Collaborative, in partnership with the University of Connecticut, proposes a transdisciplinary training project in assistive technology for preservice students, professionals, and paraprofessionals across western New England, intending to train a minimum of 60 to 100 participants each year in assistive technology. On-site preservice training at various locations will be given to undergraduate and graduate students in occupational and physical therapy and in speech-language pathology. Workshops for professionals and paraprofessionals will be offered and a certification/recertification program for specialists and master's degree candidates will also be offered.

Grant Number: H029A970162

Wisconsin Early Intervention Low-Incidence Preservice Project

Project Director: Tuchman, Linda
University of Wisconsin - Madison
Waisman Center
750 University Ave
Madison, WI 53706-1490
608-263-7710

Beginning Date: 8/11/97
Ending Date: 8/10/00

Purpose: The purpose of the project is to address the need in Wisconsin and surrounding areas for qualified and appropriately trained personnel to provide services for very young children with low-incidence disabilities and their families. It will develop an interdisciplinary preservice program for students from nursing, education (general and special), occupational therapy, physical therapy, educational psychology, speech and language pathology, and audiology. The project will include a best-practices design for training and curriculum, parent involvement at all levels, interdisciplinary teaming, and an early intervention program promoting high expectations for outcomes and inclusion. Various departments and programs within the University of Wisconsin-Madison and community-based programs outside the university will collaborate to meet the project's goals. The project will emphasize assistive, medical, and emerging-information technologies and an ecological model of training, which incorporates the multiple contexts and teams in which trainees will participate. The collaborative effort of the project will help to assure that the training and materials have a life beyond the three years of the grant.

Grant Number: H029A970167

Utah Project for Low Incidence Faculty and Teachers (UPLIFT): A Consortium of Intermountain State Universities to Provide Teacher Training in the Area of Severe Disabilities

Project Director: Kiefer-O'Donnell, Richard
University of Utah
Dept. of Special Education
221 Milton Bennion Hall
Salt Lake City, UT 84112
801-581-3080
E-mail: o'donnell@gse.utah.edu

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The project represents a collaborative effort by the Departments of Special Education at the University of Utah and Utah State University as well as other universities in the intermountain area to prepare qualified teachers of students with low-incidence disabilities via distance education technology. Through video conferencing technology and educational software, comprehensive teacher training courses will be broadcast to up to six universities and school districts in the area, which should help ameliorate the teacher shortage in the intermountain area.

Grant Number: H029A970170

Proposal for Program to Increase Number of Multiculturally Competent Teachers for Deaf and Hard of Hearing Youth

Project Director: Gustason, Gerilee
San Jose State University
One Washington Square
San Jose, CA 95192
408-924-1427

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project intends to counteract the shortage of teachers of deaf or hard-of-hearing (D/HH) youth in California, particularly where the shortage is greatest, among teachers who reflect the ethnic diversity of the students. The project would provide stipends for 10 students with its recruitment efforts targeting ethnic and cultural minority students, especially those of Latino background. It would also develop case studies on D/HH students from a variety of cultural backgrounds in collaboration with northern California programs for these students, and it would use these studies as the basis for videotaped seminars with special educators experienced with these cultures, sharing them with other teacher preparation programs in the state to help develop an understanding of these backgrounds in persons outside of those cultures.

Grant Number: H325A980009

Preparation of Inclusion Facilitators to Serve Students with Low-Incidence Disabilities: A Statewide Preservice Training Program in New Hampshire

Project Director: Jorgensen, Cheryl
University of New Hampshire
Institute on Disability
107 Service Bldg.
Durham, NH 03824
603-862-4678

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project of the Institute of Disability at the University of New Hampshire (UNH), in collaboration with the Departments of Education at UNH and Keene State College and the State Education Department, will establish a preservice education program to prepare special education teachers to assume the role of inclusion facilitators who are skilled in the development and implementation of inclusive elementary and secondary education programs for students with low-incidence disabilities from ages 6 through 21.

Method: The program of study will include an emphasis on curriculum design and modification, augmentative communication strategies, positive behavior supports, systems change and advocacy, and the establishment of partnerships with parents and general educators. At least 24 teachers will complete the two-year training sequence with 6 receiving their master's degrees plus state certification and 18 receiving certification only.

Grant Number: H325A980011

Training Rural Educators in Kentucky — Collaborative Relationships (TREK-CR)

Project Director: Schuseter, John W.
University of Kentucky
201 Kinkead Hall
Lexington, KY 40506-0057
606-257-8594

Beginning Date: 8/15/98
Ending Date: 8/14/01

Purpose: This project will institutionalize the TREK-CR project which provides preservice training at the graduate level to personnel from a variety of disciplines to serve and teach infants, toddlers, and children with low incidence disabilities in rural areas.

Method: The TREK-Distance Learning Project has offered a degree for students independent of the on-campus program since 1992. TREK-CR will establish recurrent coursework, integrate the off-campus and on-campus programs, and support a practicum supervisor. Students in the program will gain competency in teaching students with low-incidence disabilities via the development of collaborative relationships and distance education. In addition, the project will establish linkages with statewide programs in low-incidence disabilities and provide access to experts in the field.

Grant Number: H325A980022

Preparation of Educational Specialists Who Can Provide Quality Service to Deaf and Hard of Hearing Infants, Toddlers, Children, and Youth in the Role of Early Intervention or Itinerate/Consultant Specialists in the Northwest Region

Project Director: Brelje, H. William
Lewis and Clark College
Department of Education
615 S.W. Palatine Hill Road
Portland, OR 97219
503-768-7781

Beginning Date: 6/01/98
Ending Date: 5/31/01

Purpose: This project will initiate a new regional program for the preparation of Education Specialists who can provide quality consultative, collaborative, and direct services to teachers, parents, administrators, supervisors, and support service personnel who teach and work with infants, toddlers, children, and youth who are deaf or hard of hearing and who live in the Northwest region of the United States (Oregon, Washington, Idaho, Montana, Alaska, and Hawaii).

Method: This project will train 25 students each year at the master's level to meet the certification and licensure requirements of all the states in the region and the Council on the Education of the Deaf. Currently no preparation program exists that has as its main goal the development of personnel who can provide quality, consultative, collaborative, and direct services to parents, regular classroom teachers, administrators, supervisors, and support service personnel who work with these children.

Grant Number: H325A980024

Personnel Preparation for Low Incidence Disabilities: Graduate Training Program with Emphasis in Autism

Project Director: Myles, Brenda Smith
University of Kansas - Lawrence
Department of Special Education
3001 Robert Dole Human Dev. Center
Lawrence, KS 66045
913-588-5955

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will provide preservice training for teachers and related services personnel engaged or preparing to engage in careers with children and youth with autism. Persons who receive training will be qualified to assume teaching, direct service or consultation positions in public schools, community agencies, and public and private facilities that offer educational and treatment programs for children and youth with autism.

Method: In addition to coursework and practica experience, masters-level students will participate as interdisciplinary team members under supervision of project staff at the University of Kansas Medical Center, Children's Development Unit. They will also have opportunities to interact with four leaders in the field of autism who will assist them in targeting an area of research for their masters thesis.

Grant Number: H325A980026

Early Childhood Special Education Low-Incidence Master's Training Grant

Project Director: Turner, Keith
University of Texas - Austin
Office of Sponsored Projects P.O. Box 7726
Department of Special Education
P.O. Box 7726
Austin, TX 78713-7725
512-471-4161

Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The University of Texas at Austin will develop a new low-incidence master's program that is embedded within a medical/educational birth-through-two and a preschool three-through-five training emphasis. This program will prepare early intervention specialists and preschool teachers to collaborate with parents and other professionals in making the necessary supports and adaptations to effectively educate infants, toddlers, and preschoolers with severe sensory, motor, cognitive, communication, and social impairments in their natural or least restrictive environment.

Method: An innovative weekend and web-based delivery format will make the training accessible to the state and nation. The project will graduate 36 master's students with overall expertise in the recommended early intervention and special education practices for birth through five year age range with a specialization in low-incidence disabilities. It will develop four low-incidence specialty courses suitable for distance learning and for dissemination to other universities.

Grant Number: H325A980031

Interdisciplinary Graduate Program: Rural Early Intervention Specialists for Low Incidence Disabilities

Project Director: Zeph, Lucille
University of Maine
Center for Community Inclusion
Office of Research & Sponsored Programs
5717 Corbett Hall
Orono, ME 04469-5717
207-581-1084

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This collaborative project of the University of Maine's Center for Community Inclusion will develop, implement, evaluate, disseminate, and institutionalize a new, innovative interdisciplinary graduate preservice personnel preparation program for Rural Early Intervention Specialists for Low Incidence Disabilities. It is intended to address the shortage of professionals qualified for state certification in Early Childhood Development Specialists and also for Early Intervention Specialists for Low Incidence Disabilities in rural areas in Maine and New Hampshire.

Method: The proposed project builds on the existing academic resources of the University of Maine and is designed to cimplement other programs. It was designed in collaboration with institutions of higher education throughout Maine, which provide preparation for related services personnel, but do not offer coursework focusing on infants and toddlers with disabilities and their families. It will create a support network for early intervention providers throughout Maine and New Hampshire to stimulate interdisciplinary and transdisciplinary discussion and sharing of resources specific to infants and toddlers with low-incidence disabilities and their families. The project proposes to graduate 40 graduate-level Rural Early Intervention Specialists for Low-Incidence Disabilities and to provide coursework to an additional 50 undergraduate and graduate students from early childhood special education.

Grant Number: H325A980038

Cognitive/Communicative Disorders in Children with Traumatic Brain Injury

Project Director: Bess, Fred H.
Vanderbilt University
School of Medicine
Dept. of Hearing & Speech Science
21st Avenue South
Nashville, TN 37232-8700
615-936-5001

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: The purpose of this project is to train speech-language pathologists at the master's level to work in rehabilitation and educational settings with children who have experienced traumatic brain injury (TBI). This project fills the gap in provision of services to these children; currently, few graduate programs in speech-language pathology offer extensive training in TBI and none concentrate in pediatric TBI.

Method: Under this grant, the Department of Hearing and Speech Sciences at Vanderbilt University's Bill Wilkerson Center plans to enroll 6 master's level students each year in speech-language pathology with a special concentration on the needs of children with traumatic brain injury. This program will use several university departments, area public schools and medical centers. It should result in the development of speech-language pathologists who are well qualified to meet the needs and challenges of children with acquired brain injuries.

Grant Number: H325A980044

Personnel Preparation for Special Education and General Education Teachers

Project Director: Goetz, Jami
University of Colorado - Denver
Education/CCEL
PO Box 173364, Campus Box 106
Denver, CO 80217-3364
303-556-3669
E-mail: jami_goetz@ceo.cudenver.edu

Beginning Date: 5/01/98
Ending Date: 4/30/01

Purpose: The purpose of this project is to implement a master's degree special education program which will result in special education licensure with an emphasis in assistive technology. The project will recruit, admit, and graduate 36 master's students over three years to assume roles as special education/assistive technology specialists. It will provide state-of-the-art applied experiences in assistive technology as they relate to current disability issues.

Method: The program will offer three main components for providing preservice instruction in the uses of assistive technology. In addition to the regular credit module offered, field experiences will be required of the trainees to allow the students to apply their knowledge, and, third, a component will be set up establishing linkages between the graduate students and families with children who have technological needs. The project will disseminate its curriculum to other special education programs and selected professional groups through presentations, workshops, and publications.

Grant Number: H325A980045

Low Incidence Disabilities Project: Master's Degree Training in Infant Special Education with an Emphasis in Low Incidence Disabilities

Project Director: Jarrett, Marian
George Washington University
2121 I Street, NW 6th Floor
Washington, DC 20052
202-994-1509
E-mail: mjarrett@gwu.edu

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This Low Incidence Disabilities Project will train 39 master's degree students as early interventionists to serve infants and toddlers with the low-incidence disabilities of autism/multisystem developmental disorders (MSDD) and significant neurobehavioral disorders (SNBD). The degree program will address the education and training needs in the area of low-incidence disabilities by providing a coordinated program of training experiences that focuses on current and emerging issues facing the field.

Method: The project will recruit and enroll a diverse group of students, develop a training curriculum that reflects best practices in early intervention, develop a master's degree curriculum that reflects new knowledge in the area of infants and toddlers with MSDD and SNBD and their families, increase awareness of these disorders and improve early intervention professionals' skills and abilities, and implement a management plan that ensures effective, proper, and efficient administration of the project. The cooperative relationship between the University and early intervention programs established by this project will result in a well-trained cohort of professionals who will serve as team members, consultants, and trainers in early intervention systems.

Grant Number: H325A980052

Specialized Training for Speech-Language Pathologists in Habilitation of Children with Cochlear Implants

Project Director: Montgomery, Allen
University of South Carolina
Speech-Language Pathology & Audiology
Byrnes International Center, 901 Sumter Street
Office of Sponsored Programs & Research
Columbia, SC 29208
803-777-4813

Beginning Date: 6/01/98
Ending Date: 5/31/01

Purpose: This project responds to the need for speech-language pathology training programs that provide adequate knowledge and experience in providing aural habilitation services to young children and their families. It will prepare master's level speech-language pathologists to obtain a specialization in aural habilitation of children with cochlear implants.

Method: The specialization for graduate students in speech-language pathology at the master's level is in addition to the traditional curriculum. Two new specialty courses will be developed, practicum requirements modified, and efficient clinical training materials and extensive recruitment and evaluation plans developed. The department will incorporate a clinical-outcomes-based curriculum in the courses and will draw upon the clinical library for videotapes, case studies, and demonstrations to prepare a CD-ROM that will expose students to clinical examples and techniques in a systematic interactive way.

Grant Number: H325A980058

Personnel Preparation to Serve Low Incidence Disabilities: Children and Youth with Dual Diagnosis

Project Director: Altman, Reuben
University of Missouri
Department of Special Education
310 Jesse Hall
Columbia, MO 65211
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Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: This project will support the credentialing of 30 graduate level special education professionals possessing the prerequisite skills to meet the needs of the low-incidence population with severe disabilities across from 3 to twenty-one years of age.

Method: Thirty preservice low-incidence special education teachers will be recruited and prepared with particular expertise with students dually diagnosed with mental retardation and behavior disorders. A collaborative training relationship will be developed and sustained among various educational institutions, regular and special education school districts, and statewide parent and citizen advocacy groups. This training program will be promoted as a model effort in low-incidence personnel preparation throughout Missouri to encourage the development of additional low incidence training programs at the regional colleges and universities.

Grant Number: H325A980059

Multi-Disciplinary Preparation of Educators to Improve Services & Results for Children with Low Incidence Disabilities in Adapted Physical Education

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: The purpose of this project is to improve an ongoing program by more than tripling personnel trained to provide high quality adapted physical education, thus increasing present services and results for children with low incidence disabilities and responding to a critical statewide shortage.

Method: Through a high quality interdisciplinary program of personnel training at the masters level, as well as support for advanced bachelor's level students and currently employed teachers, it is expected that 3500-4000 hours of new hours of physical education assistance per year will be made available.

Grant Number: H325A980061

A Proposal to Develop a Multicomponent Comprehensive Personnel Preparation Program in Severe Disabilities in Western North Carolina

Project Director: Westling, David L.
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Beginning Date: 8/01/98
Ending Date: 7/30/01

Purpose: This initiative will expand the Special Education Program at Western Carolina University to include a multi-component personnel preparation program in severe disabilities to serve rural areas of the state.

Method: The program will employ faculty in special education and other relevant disciplines to offer programs leading to a master's degree in mental retardation with an emphasis in severe disabilities, licensure, and a certificate for non-special education professionals to work in collaborative teams. The program will work cooperatively with UNC-Charlotte to maximize use of federal funds.

Grant Number: H325A980062

Preparation of Secondary Special Education and Transition Disability Personnel

Project Director: Sitlington, Patricia
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150A Education Center
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Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: This new project, a collaboration among the University of Northern Iowa, the University of Iowa, the Iowa Department of Education, intermediate units, local school districts, and parents throughout Iowa, is designed to meet the most substantial personnel shortage in the state, that of certified educators of secondary students with low-incidence disabilities.

Method: This project will support annually 10 full-time master's students and 20 qualified teachers who will become part-time students. The first cohort will be seniors majoring in special education with an emphasis in moderate and severe mental disabilities; the focus of their preparation will be at the elementary level. The second cohort will be students in general education with a special education minor in mild disabilities at the secondary level. Both of these groups will complete their master's degree with an emphasis in secondary special education and transition. The third group, targeted for part-time master's degree work, will consist of teachers currently teaching in programs for adolescents with moderate and severe mental disabilities or severe emotional disturbance but who are not fully certified. The emphasis of the master's program will be on transition to all aspects of adult life. The focus will be on functional curriculum, interagency collaboration, integration into the community, and collaboration with general education in all aspects of transition planning.

Grant Number: H325A980065

The Preparation of Personnel to Teach Students with Visual Impairment

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: The goal of this preservice personnel program is to increase the number of individuals with competencies to teach children with visual impairments in Florida and the southeast. Through the project's initiatives, the number and quality of personnel with more comprehensive qualifications to provide appropriate services will be increased, improving the outcomes of students with visual impairments within the school system and afterwards.

Method: Students in the programs will be trained to provide services within a specialized area related to the needs of students with visual impairments. Many trainees will obtain certification in these specialized areas as well as in teaching students with visual impairments. The project will expand the Program in Visual Impairments to include a distance learning component. Additional certification/Master's Degree courses will be offered during an intensive summer semester. Funds will be provided to support a doctoral-degree-seeking scholar specializing in the area of preparing teachers to work with students with visual impairments.

Grant Number: H325A980069

Preparation of Masters Level Related Service Personnel in Team and Consultation Methods and with Expertise in Assistive Technology to Serve Infants, Toddlers, and Children with Low Incidence Disabilities

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Website: www.Uchsc.edu/sm/jfk

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: The purpose of this project is to support the preservice preparation of highly trained related service professionals who can create, implement, and consult to support the full participation of students with low-incidence disabilities in inclusive classrooms and community settings. The program is competency based and interdisciplinary in its approach to personnel preparation.

Method: This program supplements and complements existing graduate course work for the trainees and will provide them with opportunities to implement team-based consultative/collaborative strategies that support the full participation of students with low-incidence disabilities in inclusive settings. Students will develop in-depth knowledge regarding the use of assistive technology for infants, toddlers, children, and youth with low-incidence disabilities and provide instruction and services that are consistent with current best practice knowledge. The program will meet identified multi-state needs for related-service personnel who can effectively use consultative methods and support primary educational and intervention staff members in the use of assistive technology for children with low-incidence disabilities.

Grant Number: H325A980071

Project SELF: Preparing Early Childhood Special Educators Who Will Support the Early Learning of Foundations for Self-Determination for Children with Severe & Multiple Disabilities

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Beginning Date: 9/16/98
Ending Date: 9/15/01

Purpose: To meet the needs for increased numbers and improved quality of special education teachers, the Project will prepare 72 early childhood special educators at the masters degree level to serve young children with severe and multiple disabilities in Oregon and Washington with special emphasis on setting the foundations for self-detemination..

Method: Project SELF will support, through tuition remissions and stipends, the training of 72 early childhood special education teachers, vision specialists, and communications disorders specialists through an advanced graduate training program and curriculum that incorporates best practices for serving children with severe and multiple disabilities. formation aout Project SELF will be disseminated nationally.

Grant Number: H325A980079

The Idaho Early Interventionist Project

Project Director: Longhurst, Thomas M.
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208-236-2204

Beginning Date: 8/15/98
Ending Date: 8/14/01

Purpose: The purpose of the project is to meet the current and expanding need for new early intervention specialists in the Northern Rocky Mountain region. Both quantity and quality are at issue. Assessments indicate a need for specialized competencies to meet the service demands of infants and toddlers with severe, multiple developmental disabilities and their families.

Method: Project staff will identify and recruit twenty qualified graduate degree trainees and fifty-four qualified associate degree trainees. The project faculty will train them and support them in their initial placement in infant-toddler service environments.

Grant Number: H325A980084

Intermountain Hearing Impaired Partnership (I-HIP)

Project Director: Longhurst, Thomas M.
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Beginning Date: 8/15/98
Ending Date: 8/14/01

Purpose: The I-HIP Project has been planned to provide for multi-level educational service delivery for infants, toddlers, children, and youth with severe hearing impairment in the 6 intermountain states. The 3 levels include consulting teachers, classroom teachers, and interpreters.

Method: The summers-Plus program is designed to facilitate full certification and career advancement for working professionals in Education of the Hearing Impaired. 15 Masters degree candidates, 15 Educational Specialist trainees and 15 educational interpreter trainees will be admitted to the three summers-Plus programs. In addition, 4-6 new classroon teachers and 6-8 new interpreters will be admitted to the academic-year program annually.

Grant Number: H325A980087

Regents Early Intervention Program (REEIP)

Project Director: Raschke, Donna
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Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: This project of the three regent's universities in Iowa, the Regents Early Education Inclusion Program (REEIP), addresses best inclusionary practices for personnel providing services from birth through 6 in early intervention, early childhood, Early Head Start, and kindergarten programs. In this project, collaborative co-teaching will be modeled for trainees by general and special education professors, health and related service providers, and parents at each regent institution.

Method: Twenty-eight trainees will participate in the 3-year graduate program. In addition to the regular coursework for the program, general and special educators and related service personnel working with students with low-incidence disabilities in rural and urban settings will take course work via a statewide fiber optic communications system. Additionally, paraeducators, parents, administrators, and related services personnel from the trainee's work place will participate in appropriate course sessions so the strategies and techniques addressed by the program can be more effectively implemented in community settings or schools.

Grant Number: H325A980099

Masters Training Program for Special Educators and Adapted Physical Educators of Students with Low-Incidence Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of this project is to increase the quality and quantity of qualified specialists to serve children with severe low-incidence disabilities, specifically students with severe orthopedic impairments, autism, severe mental retardation, traumatic brain injury, and severe multiple disabilities. It will implement an interdisciplinary program that addresses both the special education and physical education needs of this population.

Method: The project is composed of two programmatic tracks: a master's degree program in Educational Psychology with an emphasis in special education and a master's program in Physical Education with an emphasis in adapted physical education. In addition, all students who finish the program will receive ongoing support from university faculty as well as mentoring from a teacher colleague as they complete their first year of teaching.

Grant Number: H325A980100

Preparation of Related Service Personnel in Orientation and Mobility

Project Director: Kiernan, William
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Institute for Community Inclusion
Graduate College of Education
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617-355-6506

Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project establishes an Orientation and Mobility (O&M) training sequence at the graduate level, specifically for students interested in working with children in school settings, leading to eligibility for certification by the Association for Education and Rehabilitation of the Blind and visually impaired. The program will be directed at increasing the number of new and existing professionals from underrepresented cultures in the field of O&M.

Method: Twenty four students will complete certification in the related service profession of O&M, while an additional 45 students from various education- and special education-related disciplines will develop the necessary skills to more effectively provide services to the low incidence population of visually impaired students. Collaborative agreements with various centers in New England will allow training to be provided in various components of the project. The total direct teaching experience for the orientation and mobility certification sequence will be at least 340 clock hours.

Grant Number: H325A980103

Communication Development in Children with Severe Disabilities

Project Director: Rowan, Lynne
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School of Speech Pathology & Audiology
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330-672-2672

Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: To address the critical shortage of speech-language pathology personnel, this project will provide graduate student traineeships to recruit and train promising students (particularly those from under-represented populations) to attain certification as speech-language pathologists with a specialty concentration in severe disabilities and severe communication disorders.

Method: The project will provide specialized interdisciplanary academic and clinical training to 48 graduate trainees in speech/language pathology. During the project, 24 full-time graduate students will complete the requirements for a master's degree. Each summer, an additional 24 licensed or certified speech-language pathologists will be enrolled in 2 graduate courses and and receive specialized practicum experience.

Grant Number: H325A980107

Personnel Preparation for Teachers of Students with Severe and Multiple Disabilities

Project Director: Grossi, Teresa A.
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419-530-2839

Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: This project will identify, recruit, and train special and regular educators in the graduate concentration area of teaching children and youth who are severely and multiply disabled. These educators will be prepared to assume instructional leadership roles in area and regional school districts, working with students with the most significant impairments to participate fully in the educational mainstream and the community.

Method: The master's program will take an interdisciplinary approach and will promote inclusive activities in the general education classroom, the school community, and the community at large. It will use school and agency personnel from different disciplines and parents to co-teach or serve as guest lecturers in seminars or courses and to deliver the course content in schools and community agencies where it will give the trainees an opportunity to gain hands-on experiences with equipment and materials. The project will prepare 20 special and regular education teachers over a three-year period to collaborate with regular educators and related personnel to promote inclusive activities for children and youth with multiple disabilities.

Grant Number: H325A980108

Interdisciplinary Preparation for Working with Young Children with Low Incidence Disabilities and Their Families: Collaboration Across Three Disciplines and Three Disability Areas

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: The University of North Carolina at Chapel Hill will develop a collaborative project among three master's degree programs to enhance the opportunities for students to gain interdisciplinary academic and field-based experiences in working with young children with low incidence disabilities and their families. Students will be prepared to work in a collaborative and interdisciplinary manner with children, parents, and other professionals.

Method: The project will offer interdisciplinary training opportunities, coursework, and practicum experiences for students in special education, speech and hearing sciences, and occupational therapy to specialize in working with young children with autism, hearing impairments, or severe physical impairments. Students will participate in seminars focusing on children with low-incidence disabilities and their parents and in research and field-based activities related to these children and their families. Program graduates will obtain their full licensure within their respective disciplines with a specialization in working with young children with autism, hearing impairments, or severe physical impairments.

Grant Number: H325A980121

Preparation for Teachers of Students with Severe/Multiple Disabilities

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will increase the number of well-qualified teachers for students with severe/multiple disabilities and expand the content an existing preparation program. The project will serve two groups of trainees: full time trainees working toward a Master's degree, and second certificate trainees.

Method: Full-time trainees will be required to complete academic coursework and extensive practicum experience. Second certificate trainees must complete five academic courses in one year. For both groups, coursework and practica will be carefully coordinated and monitored.

Grant Number: H325A990003

The Preservice Preparation of Teachers to Serve Learners Who Are Deaf-Blind

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This three-year training project will prepare 45 teachers of infants, toddlers, children, and youth who are deaf-blind. Graduates of the program will earn a Master of Education degree and be certified by the state of Massachusetts in Severe/Intensive Special Needs.

Method: The program content reflects a multidisciplinary perspective, consisting of general education, intensive special needs education, blindness and visual impairments, and specialty course work in deaf-blind education. Clinical experiences are infused throughout the program and field placements are designed to be flexible, depending on the students' preparation and area of interest. Graduates of the program will be prepared to assume a variety of roles to function effectively in integrated school and community settings, in both rural and urban environments and with learners from diverse cultural, ethnic, and linguistic backgrounds.

Grant Number: H325A990009

Making A Difference Career Ladder Program

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The primary objective of this project is to attract and train new special education and related services personnel to meet existing shortages in the state and to improve the skills of paraeducators currently serving children with low-incidence disabilities. The project will expand the services of Kirkwood Community College's Disability Services Careers program by developing and implementing a career ladder option for students entering the program and by facilitating increased cooperative efforts between the Kirkwood program and local schools, education agencies, and community service providers.

Method: Project objectives during the three-year period are the following: 1) deliver the "Making A Difference" introductory course to 625 high school students in participating school districts in the state; 2) provide career-counseling services to 320 high school students who complete the introductory course; 3) recruit 240 high school students to the special education and related services career ladder program; 4) deliver in-service training that meets licensure requirements to 965 paraeducators; 5) partner with six community colleges in the state to recruit high school students in their service areas and to provide licensure training.

Grant Number: H325A990012

Training Early Intervention in Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will train 31 early interventionists at the preservice level to provide services for infants and toddlers with multiple disabilities.

Method: Of the 31 early interventionists to be graduated at the Master's level with infant/toddler multiple disabilities specialization, 15 will also obtain an early childhood education certificate. To improve the multiple disabilities specialization, modules will be developed that focus on challenging behaviors, vision impairments, and natural environments. The project will collaborate with the state's Early Intervention Technical Assistance Initiative.

Grant Number: H325A990026

Educational Interpreting for the Deaf

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The University of Tennessee will offer a three-tiered approach to train and prepare educational interpreters for employment in integrated community-based elementary and secondary educational programs. The program will target qualified applicants, including those from underrepresented populations (e.g. people of color and males) for its preservice program and practicing interpreters who require professional development to upgrade their educational interpreting credentials. Program graduates will acquire competencies that enable them to provide interpreting, technical assistance, and transition services. These services will foster the ability of deaf students successfully to experience parity with their hearing peers in integrated classrooms, extracurricular activities, and transition to school and/or work.

Method: The first tier of the project consists of the preservice baccalaureate program and scholarships for 16 students enrolled in the Human Services/Educational Interpreting Program. The second tier of the project offers an intensive eight-week summer professional development workshop and traineeships for 18 practicing interpreters seeking to upgrade their interpreting skills. The third tier of the project will provide interpreting courses through distance learning to 25 interpreting students in remote areas who have no other access to interpreter training. The Educational Interpreting Program will be supplemented by established and ongoing partnerships with state and local education agencies and other regional agencies serving the deaf community.

Grant Number: H325A990030

Southwestern Project to Prepare Teachers and Orientation and Mobility Specialists for Visually Impaired Students

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will prepare teachers of visually impaired students and orientation and mobility instructors for Arizona and Nevada through three delivery models.

Method: Eight full-time on-campus students will be supported in orientation and eight in visual impairment each year of the project at the Master's or post-Master's level. During the three project years, 18 new teachers of visually impaired students and 18 new orientation and mobility instructors will be qualified. Fifteen students will access courses through remote, online, or direct access. Eight students will receive certification in orientation and mobility following three summers of coursework, including a full-time internship. In all, the project will prepare 33 new teachers of visually impaired students and 26 new orientation and mobility instructors for Arizona and Nevada. It will provide comparative data on the three training models for flexible options for professionals who need to meet students' needs in under-served areas of the states.

Grant Number: H325A990031

Educational Interpreter/Transliterator Training Partnership Project for Low-Incidence Deaf and Hard of Hearing Children

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The purpose of this project is to prepare educational interpreters/transliterators for students who are deaf and hard of hearing in K-12 public school settings in rural and urban areas.

Method: This project is an on-going preservice Educational Interpreter/Transliterator Training Partnership Project for Low-Incidence Disabilities — Deaf and Hard of Hearing Children, leading to a bachelor of science degree in four years. The project utilizes the specific resources of existing programs in educational interpreting and teacher preparation in deafness at the University of North Carolina at Greensboro (UNCG) in collaboration with other universities/colleges in the southeastern states. The training provided meets the needs of low-incidence deaf and hard-of-hearing children from culturally and linguistically diverse backgrounds who may exhibit additional disabling conditions. Trainees take specialized classes in educational interpreting/transliterating over three summer sessions on the campus of UNCG while taking coursework and distance education courses (developed at UNCG) at their home institutions during the academic year. The trainees gain competencies in liberal arts, language skills, and cultural sensitization, and gain practical experiences through observations and practicum near their home institutions.

Grant Number: H325A990034

Preparing Special Educators to Work with Young Children with Autism and their Families

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will meet the need for early interventionists and early childhood special educators who can meet the needs of children with autism and their families. The program of study expands the early childhood special education program at the University of Missouri to include coursework, practica, consultation/collaboration activities, and other professional development experiences in the area of autism.

Method: Students in the program will be required to engage in professional development activities such as program development, serving on planning committees, and attending and presenting at professional conferences and workshops. Parents and professionals with experience and expertise in the field throughout the state of Missouri will participate in the development, implementation, and evaluation of the program, providing a unique training experience for students. Approximately 39 Master's level students will be trained through the project.

Grant Number: H325A990036

Louisiana Personnel Preparation: Students with Significant Disabilities

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The goals of this project are to increase the number of certified personnel who serve as teachers of students with significant (severe/profound) disabilities, and to improve the educational results and benefits of learners with significant disabilities.

Method: This project targets approximately 80 practicing teachers statewide who are not appropriately certified as teachers of students with significant disabilities. The program of study blends course work with field experiences which are supported through small cohort groups. The curriculum focuses on improving instruction and documenting the results of the impact of that instruction on children with low-incidence disabilities. Access to the general education curriculum is a key feature. A six-hour block of course work will focus on several specialty areas, including a focus on inclusive education. The project will link with existing technical assistance providers through partnerships that will support the field experience component and sustain the project past the funding period.

Grant Number: H325A990041

Pacific Basin RSA Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This paraprofessional training project responds to the critical shortage of related services personnel and the need to develop an infrastructure of support in the Federated States of Micronesia, American Samoa, and the

Commonwealth of the Northern Mariana Islands. It will train indigenous persons to provide related services for children with low-incidence disabilities and is a partnership among educational institutions in the three areas.

Method: The project will develop, deliver, and institutionalize a 35-credit paraprofessional training program that builds on lessons learned from a previous, successful program in the areas. Key components of the program are: mentoring of local faculty to build local training capacity, culturally relevant curriculum, inclusive practices, practical hands-on training in local settings, recruitment of indigenous trainees, and stipend support. Approximately 75 related service assistants will be trained by the project.

Grant Number: H325A990043

B.S. in Education with a Major in American Sign Language/English Interpretation

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project of Western Oregon University will provide tuition and stipend support for 36 Bachelor-level students enrolled in the Interpreting Program. The university will recruit, educate, and graduate students who will provide interpreting services to deaf and hard-of-hearing students in a variety of educational settings.

Method: The Interpreting Program at Western Oregon University offers a 74-credit curriculum that incorporates the most current research, theory, and educational practices, and that has a strengthened bilingual/bicultural component. The restructured curriculum will allow the interpreting students and deaf education students to take courses together to develop a partnership in service delivery that begins in the classroom. The program will prepare students to serve a wide range of consumers and maintain its multidisciplinary, multicultural philosophy that reflects high expectations of deaf and hard-of-hearing students and the interpreters who serve them.

Grant Number: H325A990047

The Penn State AAC Project

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The Penn State Augmentative and Alternative Communication (AAC) Project will respond to the critical personnel needs identified by many states, through the development, implementation, and evaluation of a comprehensive preservice training program for Master's-level speech-language pathologists. Participants in the program will develop specialized competencies in effective practice in augmentative and alternative communication (AAC), consumer-responsive service delivery, and exemplary practice with children and families from different cultural and linguistic backgrounds.

Method: The program features academic courses, extensive practicum experiences, assistive technology labs, research experiences, and interactive, Web-based tutorials to prepare the 24 graduates of the project to provide exemplary AAC services within the educational system. The project involves close collaboration with consumers who use AAC, public schools, departments of education in several states, and the technical assistance programs in these states. Effective dissemination of information about the project to all stakeholders will facilitate replication of the project at other universities.

Grant Number: H325A990048

Infant-Family Specialist Personnel Project (IFSP)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The Infant-Family Specialist Personnel Project of the University of Oregon is a preservice program that will prepare early interventionists and related services personnel to work with infants/toddlers and their families, recognizing the diversity of values, cultures, and backgrounds, and recruiting trainees from these backgrounds. Students can receive a Master's/licensure in Early Intervention or an Early Intervention/Special Education licensure.

Method: The project will develop a system for delivery of continuing personnel development in Oregon, jointly implemented with the Oregon Department of Education, which includes distance education modules, regional training, and summer institutes. Eleven trainees will participate annually in the Master's/licensure option, 40 trainees will participate in distance learning modules, and another 20 will attend the summer institute. The program will assist students in developing competencies in theory and practice. Parents of children with low-incidence disabilities and individuals with disabilities will be involved in all aspects of planning, training, and evaluation of the program.

Grant Number: H325A990049

Teacher Preparation: Deaf Education

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Beginning Date: 9/01/99
Ending Date: 8/30/02

Purpose: The graduate-level Teacher Preparation: Deaf Education (TPD) Program at Western Oregon University will prepare educators who can teach across K-12 age levels and in a variety of settings, including self-contained classrooms, subject area specialty classrooms, and resource rooms, as well as function as consultant/itinerant teachers.

Method: Primary features of substantive changes in the TPD course of study include requiring two student teaching experiences in order to offer field experience in both self-contained classroom and consultant settings. Additional changes in content will: 1) strengthen the students' knowledge and skills in working with students who use American Sign Language as their first or primary language; 2) assure that students are current with all available communication technology; and 3) improve the content that students receive in reading assessment and programming for deaf and hard-of-hearing learners. An aggressive recruitment strategy will be used to continue to increase the number of qualified applicants from underrepresented groups.

Grant Number: H325A990050

Collaborative Regionalized Outreach, Support, and Training of Diverse Teacher Candidates for Students with Severe Low-Incidence Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project is a joint effort between two California State universities, Hayward and San Francisco, to develop regional recruiting, mentoring, field development, and training strategies to increase the number and diversity of teachers qualified to teach students with low-incidence disabilities. Candidates will be recruited from underrepresented groups and given regionalized field training to work in inclusive settings with culturally and linguistically diverse groups of students with low-incidence disabilities.

Method: Outreach efforts will be made to recruit at least 66 students from diverse cultural and linguistic backgrounds into the teacher training programs at the two universities to prepare for careers in special education as teachers of students with low-incidence, severe disabilities. A regionalized mentoring program will help recruit individuals from traditionally underrepresented groups and train these prospective teachers through innovative courses and fieldwork to use best practices in inclusive educational services for students with low-incidence disabilities in multicultural urban school districts. A stakeholders' steering committee representative of a larger community will help plan, implement, and evaluate project efforts.

Grant Number: H325A990054

The Alaska Early Intervention Low-Incidence Training Program

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Beginning Date: 8/15/99
Ending Date: 8/14/02

Purpose: The purpose of this project is to provide masters level preparation to 48 students to serve infants and toddlers who experience autism, fetal alcohol syndrome (FAS), and severe disabilities, and their families, in rural Alaska. In addition, through collaboration with the Department of Health and Social Services and the Department of Education, related service providers and early interventionists will be supported to build their capacity to provide family-centered services to young children who experience low incidence.

Method: Training will be accomplished through a 36-credit competency-based educational program involving: a two-course sequence offered through the University of Alaska Anchorage Distance Delivery technology; a summer intensive clinical course and practicum; a six-semester clinical study in autism, FAS/fetal alcohol effects, and severe disabilities including respite for families, community-based assessment, and intervention; and leadership activities in the areas of care coordination, consultation, and inservice training. Training will be done in collaboration with state agencies. The early interventionists trained in this project will demonstrate competencies in family-centered care, assessment of infants and toddlers with low-incidence disabilities, intervention for infants and toddlers, collaboration, and leadership for systems change.

Grant Number: H325A990059

Preparing New Teachers to Work with Young Deaf and Hard of Hearing Children with Their Families

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will allow the University of Southern California/John Tracy Clinic Deaf and Hard-of-Hearing Teacher Education Program, which has provided comprehensive preservice training for teachers of deaf and hard-of-hearing children and their parents within a spectrum of family and school settings, to increase the number and diversity of candidates completing the program and to augment the Masters and Credentials Program with ten units of graduate-level coursework in parent-infant early intervention.

Method: The parent-infant component will prepare teachers to work with young deaf and hard-of-hearing children in family and center-based early intervention settings. Students will be trained as teachers, parent educators, and sensitive facilitators of parent-child interaction. As an integral part of their training, students will learn to work with families from diverse cultural and linguistic backgrounds, particularly those of Hispanic and African-American heritage. Parents will collaborate with faculty by lecturing and mentoring students, and by opening their homes for student practica in the project's new "Parents as Partners in Teacher Education" program.

Grant Number: H325A990061

Southwestern Project to Prepare Teachers of Students with Sensory Impairments

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Beginning Date: 8/15/99
Ending Date: 8/14/02

Purpose: The University of Arizona teacher preparation program in the areas of sensory impairment (Deaf/Hard of Hearing and Blind/Visually Impaired) will increase the numbers of qualified teachers to serve in Arizona and neighboring states, in order to improve the quality of personnel serving these children.

Method: The project will prepare 36 new teachers of deaf and hard of hearing and 36 new teachers of blind/visually impaired students over the three-year project, particularly recruiting minority students and those with sensory disabilities, and those willing to work in rural areas. There will be a concentration to prepare preservice teachers to effectively develop inclusive and effective programs for two specific populations: children in public school settings and children who have learning and/or behavior handicaps in addition to a primary sensory disability. All work will be done in partnership with the Arizona State Department of Education and the Arizona State School for the Deaf and the Blind that serves students who are sensory-impaired throughout the state.

Grant Number: H325A990062

Preparation of Personnel in Low-Incidence Disabilities: Master's Program

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Beginning Date: 6/01/99
Ending Date: 5/31/02

Purpose: The overall purpose of this Master's Preparation Program at the University of Maryland is to recruit prospective special education teachers from groups that are underrepresented in the profession and prepare them to teach children with low-incidence disabilities across different types of disabilities, age ranges, cultures, and language backgrounds.

Method: Trainees of this program will be prepared to teach students with low-incidence disabilities in inclusive, neighborhood school, home, recreational, vocational, and community settings and to assume instructional and leadership roles in educational settings that promote high expectations for students with low-incidence disabilities and foster access to the general curriculum in the regular classroom whenever possible. The program is a four-semester 36 credit-hour program; additional course work and practicum placements (including student teaching) will then be required to receive State of Maryland Generic Special Education Certification with an Endorsement in the Area of Severe Disabilities. The program incorporates graduate-level course work with extensive field experiences across students with different disabilities, age ranges, and settings. By the end of this project, approximately 40 trainees will graduate from this program.

Grant Number: H325A990067

Training Personnel for Education of Children with Autism and Pervasive Developmental Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of this project is to provide a preservice training program to prepare 24 teachers who are qualified to teach children with autism.

Method: Program graduates will earn a Master's degree in Special Education. The objectives of this program are to address the acute shortage of personnel to teach children and youth with autism and pervasive developmental disorders, and to recruit eligible project participants, including participants who are members of underrepresented groups.

Grant Number: H325A990071

Serving Diversity with Diversity: A Collaborative, Interdisciplinary Early Childhood Special Education Preparation Program

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: California State University - Dominguez Hills (CSUDH), in collaboration with the University Affiliated Program at Children's Hospital of Los Angeles, will implement and evaluate preservice programs for the preparation of teachers and related services personnel from diverse backgrounds to work with similarly diverse children (ages birth to five) with low-incidence disabilities. The objectives of this interagency, collaborative project are as follows: 1) to implement high quality, interdisciplinary preservice programs; 2) to recruit and provide opportunities for minority personnel, persons with target-language competency, or those with disabilities to receive preservice training in early childhood special education; and 3) to attain 100% retention of trainees throughout the program and in the first year of employment.

Method: During this project, a total of 30 prospective teachers and 30 related services personnel will complete coursework, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve more than 600 children and families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE certificate or a state credential and an M.A. in Special Education degree.

Grant Number: H325A990079

Meeting the State and National Need to Increase the Number and Quality of Dually-Certified Teachers of Students Who Are Deaf or Hard of Hearing

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project is aimed at attracting high quality students to the National Technical Institute for the Deaf (NTID) Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing program to prepare as dually certified teachers of secondary-level academic subjects (7-12) and students who are deaf and hard of hearing (K-12). Placing dually certified teachers in both mainstream schools and schools for the deaf will ensure that deaf or hard-of-hearing students will receive quality education in their secondary-level courses, and thus will be better prepared to enter the world of work or pursue their educational goals at the postsecondary level.

Method: NTID, a college of Rochester Institute of Technology, offers a two-year master's degree program in secondary education (MSSE), which has the capacity to enroll up to 15 full-time students in each entering class. This project will provide tuition support to students with undergraduate degrees or majors in secondary content areas certifiable by New York State. This project will also assist the MSSE program to expand its partnerships with teachers in the profession and provide graduate assistantships for the students.

Grant Number: H325A990084

Project FOCUS: Personnel Preparation for Infants, Toddlers, and Young Children with Low-Incidence Disabilities for Graduate and Associate Degree Preservice Programs

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: Project FOCUS will expand the Early Childhood Special Education (ECSE) preservice training program by infusing technology applications and a parent-professional co-facilitated training model into a graduate program, and expand graduate coursework focusing on young children with low-incidence disabilities. The project will collaborate with early childhood associate degree programs throughout Ohio for the purpose of developing and infusing within their curricula early childhood special education instructional modules reflecting best practices for serving infants, toddlers, and young children with low-incidence disabilities in inclusive settings.

Method: Project FOCUS is a collaborative effort involving community programs for practica/internship experiences, permitting Project FOCUS students to participate in 1200 hours of field-work specific to young children with low-incidence disabilities. The project will provide an intensive masters degree program emphasizing direct service and consultant skill development to 20 full-time and 10 part-time graduate ECSE students, thus preparing them to effectively assume roles and responsibilities associated with Early Intervention Specialists (infants and toddlers) and Early Childhood Intervention Specialists (children three to eight years). In addition, field consultants from other programs in the state will assist Project FOCUS staff in reaching out to all early childhood associate degree programs in Ohio for the purpose of expanding their curricula to include quality ECSE instruction. Dissemination activities include print, video, and online instructional outcomes and a National Leadership Training Institute focusing on serving young children with low-incidence disabilities in inclusive settings.

Grant Number: H325A990091

Personnel Preparation Program to Prepare Educational Interpreters at the Baccalaureate Level

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will prepare educational interpreters with interdisciplinary and collaborative knowledge and skills to effectively work with deaf and hard of hearing students in inclusive urban and rural settings. It will provide intensive field-based experiences using university-school partnerships and interpreting for culturally and linguistically diverse students in effective schools, including those that serve primarily high poverty students.

Method: In addition to core courses, the professional preparation program at the University of Arizona's Department of Special Education, Rehabilitation, and School Psychology will offer specialized competencies in cultural and linguistic diversity, multidisciplinary teaming and collaboration, supervised experiences in school-based settings (including high poverty areas), and a variety of urban and rural field-based experiences in inclusive settings. The program promotes high expectations for deaf and hard-of-hearing students and fosters access to the general education curriculum in the regular classroom. The project will prepare 20 educational interpreters in the next three years.

Grant Number: H325A990093

Training Teachers, Speech-Language Pathologists, Early Interventionists, Audiologists, and Special Educators to Provide Services to Children Who Are Deaf and Hard of Hearing (Project SLESPA-D)

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Beginning Date: 8/16/99
Ending Date: 8/15/02

Purpose: This project will train students at the Master's level to become: teachers of the deaf or hard of hearing or of multiply disabled students who are deaf or hard of hearing, speech-language pathologists providing services to children who are deaf or hard of hearing in public schools, audiologists, and teachers who can work in home intervention programs.

Method: The program consists of specific courses, techniques, and media to prepare professionals to meet the needs of children who are deaf or hard of hearing from birth through the elementary level. Training will be provided through the collaborative efforts of various programs and departments at Utah State University. The project will train approximately 108 professionals over three years.

Grant Number: H325A990096

Project TEAM (Transdisciplinary Education and Mentoring)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: Project TEAM (Transdisciplinary Education And Mentoring) is a program to prepare early childhood educators, special educators, occupational therapists, speech-language pathologists, and therapeutic recreation specialists to serve preschool and kindergarten children with pervasive developmental disorder (PDD)/autism and their families. The transdisciplinary program will offer undergraduates and graduate trainees opportunities to develop collaborative problem-solving skills, gain experiences working on a team, and operationalize what is meant by "related services." A strong family-centered approach will be reinforced throughout the program.

Method: Approximately 40 students from the four participating departments of the university will receive transdisciplinary training in early childhood and kindergarten education for children with PDD/autism. Courses will be offered on PDD/autism, sensory processing, literacy, learning styles, augmentative and alternative communication, and general assistive technology considerations for young children with autism. A coordinated practicum experience will be offered in which students from the four departments will operate as teams under the direction of core faculty and on-site mentors.

Grant Number: H325A990097

Training of Teachers of Students with Visual Impairments with an Emphasis on Assistive Technology and Distance Mentoring

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Beginning Date: 6/01/99
Ending Date: 5/31/02

Purpose: This project will address two major foci: 1) meeting the severe personnel shortage in the visual disabilities area and 2) filling the gap in the provision of services such as assistive technology. The purpose of this project is to train teachers of visually disabled children at both the undergraduate and graduate levels on a preservice basis. The training will include an increased emphasis on assistive technology.

Method: Innovative strategies will be employed to recruit trainees from traditionally underrepresented groups (minority persons and persons with disabilities), from rural areas, and from states that do not have training programs, as well as from Illinois. The project will include intensive training in assistive technology along with a distance mentoring component.

Grant Number: H325A990098

Educational Interpreter Preparation Program (EIPP)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of the Educational Interpreter Preparation Project at LaGuardia Community College is to provide preservice and inservice programs to professionals in the tri-state area of New York, New Jersey, and Connecticut and to prepare interpreters who can serve deaf and hard-of-hearing children in the tri-state area, which has only one other academic preservice program in interpretation in spite of the large number of deaf and hard-of-hearing students.

Method: The project is a three-part program: preservice training, inservice training, and materials production. Inservice training will be offered for interpreters from diverse communities, deaf and hard-of-hearing interpreters, and other working educational interpreters, as well as instructors of interpretation. The program will also prepare regular education teachers to use interpreters appropriately, thereby ensuring access to the regular curriculum for deaf and hard-of-hearing students. Inservice activities will be offered in partnership with the New Jersey Department of Education, the New York City Board of Education, the Connecticut Registry of Interpreters for the Deaf, the National Multicultural Interpreting Project, and other appropriate partners.

Grant Number: H325A990107

Training for Communication, Language, and Literacy to Serve Children with Low Incidence Disabilities and Their Families

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The major goal of this project is to recruit and train 20 graduate students per year to acquire the competencies necessary to work effectively in inclusive settings that serve children with significant communication, language, and literacy challenges associated with severe physical, sensory, and/or multiple disabilities including hearing impairment, deafness, visual impairments, severe orthopedic disabilities, traumatic brain injury, and/or multiple disabilities.

Method: The project will prepare graduate students in communication, early childhood education, and special education at the preservice level to develop competencies in providing intervention focused on improving communication, language, and literacy learning to those children using alternative linguistic codes associated with assistive technology and/or sign language. Off-campus practica sites will be developed in a variety of contexts, including inclusive demonstration classrooms with teachers that serve children who use assistive technology. A job placement/follow-up plan will be developed to link graduates with existing openings and continuing education opportunities in the state of Colorado and the surrounding region. The information and resources gained from this project will be utilized to support state Department of Education efforts to collaborate training.

Grant Number: H325A990114

Training Hispanic Teachers for Hispanic Deaf Children

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: Lamar University will continue a program to increase the number of Hispanic teachers of the deaf, by training teachers to meet the unique needs of Hispanic deaf students, including those who are immigrants. It will work to create, develop, and produce both print and CD-ROM versions of a "Teachers & Parents Guide" on teaching practices for Hispanic deaf students.

Method: The project will emphasize the role of the Hispanic teacher working with Hispanic deaf children, and will focus on parent counseling and training in homes where Spanish is the primary language. It will infuse Hispanic and immigrant culture into the K-12 curriculum for the deaf, develop teaching methods to match the cultural learning styles of Hispanic deaf children, and construct instructional materials that are culturally sensitive. The materials will include CD-ROM reading lessons and the process of information gathering on the Internet. Workshops will be provided via distance learning related to the needs of Hispanic deaf children.

Grant Number: H325A990115

Preparation of Personnel for Learners Who Are Deafblind

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will train personnel at the graduate level to work with students who are deaf-blind. The program will offer graduate training in regions of the Southwest that have not received training previously and that have specific, well-documented need for the program.

Method: Personnel will work in a variety of capacities, including direct services, consultation to parents and professionals, and coordination of services in rural areas of the Southwest. The program will include two courses and two internships that are specific to teaching students with deaf-blindness. Other courses included in the training are selected from the training programs in vision, deaf education, and behavior management. Specific emphasis will be placed on developing recruitment strategies that meet rural and regional needs for personnel. Emphasis will be placed on identifying and recruiting teachers who are serving children who are deaf-blind but have had no specialized training to meet the child's educational needs. Emphasis will also be placed on developing and supervising practicum sites and providing mentors within the local settings to increase the learning opportunities of the adult students and to strengthen the program for the children within the most inclusive setting appropriate for each child with deaf-blindness.

(84.029D and 84.325D)
Preparation of Leadership Personnel

Grant Number: H029D960004

Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilities

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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: During the four years of this project, 15 doctoral students in special education, administrative and policy studies, and communication disorders will develop expertise needed to produce interdisciplinary research programs, service delivery systems, and policy that reduces preventable neurodevelopmental disabilities and enhances the quality of life for children with disabilities and their families.

Method: An emphasis on early intervention and prevention will equip trainees to assume leadership roles in personnel preparation, program and policy development, and research pertaining to families and their children who are disabled or at risk for disabilities. These objectives will be achieved through the following experiences: participation in a weekly interdisciplinary Developmental Disabilities Leadership Seminar; participation in a weekly interdisciplinary clinical activity and clinical seminar; leadership mentoring by a project faculty member; involvement in an additional 14 hours per week of interdisciplinary research activities; participation and teaching in community-outreach/continuing education activities; and implementation of an outcome-based evaluation mechanism requiring completion of a variety of individually tailored projects that reflect mastery of leadership competencies in clinical, research, administration, and policy domains. In addition, a long-term plan will be implemented to ensure that multicultural diversity is more adequately represented by minority leadership personnel interested in early intervention and prevention in the future.

Grant Number: H029D960005

Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program

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Beginning Date: 1/01/97
Ending Date: 12/30/00

Purpose: Leadership 2000 is a unified doctoral preparation program in early childhood education (ECE) and early childhood special education (ECSE), which aims to support up to 18 students to be trained as researchers, administrators, supervisors, and teacher educators. The program provides a three-pronged approach to doctoral preparation by: promoting inclusive education and collaborative teacher education through the unification of the disciplines of ECE and ECSE; providing a rich field-based context for research, teaching, and service in Florida, a state that reflects the conditions and cultural diversity of today's society; and emphasizing interdisciplinary preparation for professionals who will work as teacher educators at colleges and universities, and in school districts and other agencies.

Method: The proposed Leadership 2000 program will include preparation in knowledge and skills identified as important to becoming an effective teacher educator and researcher in ECE and ECSE. The coursework includes a specialization core of unified ECE/ECSE doctoral seminars, a generalized core of education doctoral seminars, an interdisciplinary core of courses, and a research core of courses. In addition to university-based coursework, the program contains a strong field-based practica component. Doctoral field-based practica experiences involve participation in: a) research design, implementation, and evaluation, b) university undergraduate teaching, c) university undergraduate supervision, d) inservice preparation and consultation, e) conference preparation and presentation, and f) grant writing. Students can also select either of two age strands for concentration: infant/toddler (0-3) or preschool/primary (3-8).

Grant Number: H029D960017

Preparation of Leadership Personnel: School Psychology Training in Community-Based Integrated Services

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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: The School Psychology Leadership Training Program in Community-Based Integrated Services aims to prepare future leaders in the field to: a) develop, consult with, and evaluate community-based integrated service delivery programs to children and youth with disabilities and their families; b) develop university training programs for school psychologists, mentor students, and instruct students in community-based integrated service delivery program for children with disabilities and their families; and c) conduct, disseminate, and guide research in the problems and solutions of community-based integrated services for children with disabilities. The program will emphasize service delivery to populations from high risk and culturally diverse backgrounds and family-centered service delivery.

Method: Highlights of the program include: a) field-based development and research activities in communities with large culturally diverse populations and with multi-agency involvement; b) instruction in systems change, community schools, family systems, and program evaluation; c) conceptual strands in special education leadership and families/community; d) student-organized research and development activities; and e) emphasis on recruiting individuals from culturally diverse backgrounds into the training program. The program training emphasis is built upon a desire to strengthen the training and research relationship with areas across the university including the University Affiliated Program for Persons with Developmental Disabilities in the College of Medicine, the Special Education Training Program in the College of Education, and the new interdisciplinary Institute for Families in Society. In addition, the strong links that each of these university program areas has with agencies outside the university will be utilized in developing community-based training sites.

Grant Number: H029D960025

Doctoral Training Program in School Psychology/Special Education and the Hispanic Child with Disabilities

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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: The purpose of this grant is to recruit and train doctoral level bilingual educational leadership personnel in school psychology/special education with an emphasis on disabled Hispanic children and youth.

Method: Coursework will be developed pertaining to a) bilingual special education, b) effective classroom practices, c) child and family therapy, d) and practicum experiences. The potential impact of graduates from this program includes the following: a) direct service providers in schools or community/state agencies serving disabled Hispanic children; b) university faculty trainers with expertise in Hispanic disabled children; and c) researchers developing appropriate assessment procedures and materials as well as educational strategies for Hispanic disabled students.

Grant Number: H029D960035

Collaborative Preparation of Leadership Personnel to Facilitate Language Use by Children and Youth with Disabilities

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Beginning Date: 1/01/97
Ending Date: 12/31/00

Purpose: This project will prepare individuals with backgrounds in speech-language pathology and in special education to conduct research, to teach, and to supervise students with communication disabilities in applied settings, and to deliver technical assistance to professionals serving children and youth with communication disabilities. Six competencies will be acquired: broad knowledge of communication disabilities, research expertise, teaching and supervision competence, professional knowledge, multicultural knowledge and competence, and the ability to bridge special education and speech-language pathology through transdisciplinary collaboration. These competencies will be acquired by doctoral candidates in Special Education and Speech and Hearing Science through a collaborative training model between departments.

Method: Each year the project will fund five predoctoral trainees and one postdoctoral fellow. Thus, by the end of the first four-year cycle of the project, at least eight predoctoral trainees and four doctoral trainees will have received leadership preparation through the proposed program. Training will occur at the University of Illinois and entails an individualized, competency-based program focusing on developing professional leadership skills. Unique aspects of the program include: a) a transdisciplinary focus in research training, academic instruction, and teaching/supervisory experiences; b) attention to the full-range of communication processes, disabilities, and intervention approaches, cutting across ages and severity levels; c) particular emphasis on the professional knowledge required of doctoral-level professionals (e.g., grant writing and evaluation); d) an inextricable linkage between theory and practice infused into every aspect of the training program; and e) the opportunity for trainees to individualize their academic program, based on their interests and professional goals.

Grant Number: H029D960038

University/School Partnerships: Leadership Preparation Dedicated to Collaboration, Urban Education and Inclusion

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Beginning Date: 8/26/96
Ending Date: 8/25/00

Purpose: The overarching goal of this leadership program is to prepare school leaders and university faculty who have knowledge and skills necessary to create and sustain professional development schools — partnerships between schools and universities designed to enhance the learning of all students through the unification of general and special education personnel preparation programs.

Method: The program will: 1) recruit well-qualified leadership candidates (including persons with disabilities) from diverse cultural and ethnic backgrounds, who will take leadership roles in both university and school settings; 2) design, implement, and evaluate a new leadership preparation model, based both in partnership schools and at the university, that prepares university faculty and school leaders (administrators) to work in urban schools and to better integrate general and special education within schools and in teacher preparation programs; 3) prepare leaders, both university faculty and school-based, who can think analytically, link theory with practice, and conduct research; and 4) disseminate program information and evaluation data such that the program can be replicated nationally.

Grant Number: H029D960040

Preparation of Leadership Personnel

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Beginning Date: 8/01/96
Ending Date: 7/31/00

Purpose: This project aims to reduce the shortage in both minority-group and nonminority-group research leaders in special education who have expertise in minority issues. Research training will focus on research knowledge and skill concerning appropriate, effective practices for minority and nonminority students with disabilities within urban school settings. The assistance will provide financial support for up to 16 selected special education professionals to complete a one- or two-year post-doctoral fellowship. These professionals will be recent doctoral degree recipients, University faculty members, professional researchers, or local education agency, state education agency, or Federal agency staff, whose professional activities have a direct and clear line of impact upon the educational programs of minority children. Thus, the project will serve expressed national personnel preparation needs, including: a) addressing shortages and enhancing quality by updating doctoral-level professionals in recent innovations in research knowledge, methods, technologies, and skills; b) preparation of professionals to conduct research concerning minority-group children; and c) preparation of professionals who train teachers or related personnel who serve minority children with disabilities.

Method: Project features include: 1) the current portfolio of research projects at Juniper Gardens that provide the broader context for this leadership program; 2) improvements in the traditional competencies and offerings that cross-cut conditions of disability, minority and linguistic issues, life span conditions, and settings, including: early childhood special education, students with special needs, and students with mild-moderate disabilities; 3) addition of a new competency domain (Research to Practice); 4) integration of the Goals 2000; and 5) a larger, more diverse mentoring research faculty. Competency domains and skills, which build on the past program, include: 1) current research topics and culturally/linguistically diverse students influencing special education research and practice, 2) effective practices with diverse students, 3) environmental assessment and analysis, 4) research designs appropriate to the analysis of growth/change in performance, 5) technology and computer applications, 6) research communications, 7) experiences conducting research, and 8) bridging the gap between research and practice. Applicants will receive leadership experiences at the Juniper Gardens Children's Project in Kansas City, Kansas. Each post-doctoral fellow will design an individualized program of study, selected from among all available competency domains and skills, to acquire higher-level research skills and experiences.

Grant Number: H029D960041

Preparation of Leadership Personnel for Communication and Literacy in African American Children and Youth

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Beginning Date: 12/15/96
Ending Date: 12/14/00

Purpose: This leadership personnel preparation project has two major goals: 1) to prepare scholars to assume leadership roles in research on communication and literacy in African American children and youth, and 2) to prepare scholars to educate future speech-language pathologists (SLPs) to work collaboratively with educators to improve the communication and literacy skills of African American children and youth.

Method: The four-year project is designed to support four doctoral students (full-time for 3 to 4 years each) and eight post-doctoral fellows (each of whom will participate for either one academic semester or two consecutive summer semesters). Unique features of the program include: 1) an interdisciplinary curriculum that includes courses in speech-language pathology, reading, special education, learning disabilities, sociology, linguistics, and anthropology; 2) a mentor-based research component with a focus on communication and literacy skills in African American children and youth; 3) school-based research experiences; and 4) the opportunity to develop collaborative research and provide inservice training to school personnel to facilitate communication and literacy.

Grant Number: H029D960043

Leadership for Full Participation of Youth in Secondary Education and Transition

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Beginning Date: 8/01/96
Ending Date: 7/31/00

Purpose: Over a four-year period, this project proposes to train a total of 32 leadership personnel: 12 completing the full Special Education program, and 20 participants in the Full Participation/Collaboration core: 6 in Curriculum and Instruction, 8 in Rehabilitation and School Counseling, and 6 in Educational Administration. The project responds to three priorities: collaboration, professional development, and underrepresentation.

Method: The project proposes to create a 69-hour interdisciplinary preservice doctoral leadership preparation model to prepare leadership professionals as systems change agents and to foster effective collaboration among professionals in regular education and special education, related services and rehabilitation personnel, and families. To improve and advance professional development, the program links preservice preparation with systems change and professional development needs in the field, at national, state, and local levels. The interdisciplinary doctoral curriculum is combined with 12-credit hour, year-long internships in field-based roles in educational settings. The trainee cohort forms a cadre of system change fellows who, in cross-disciplinary teams, are linked to local and state educational agencies or national organizations. To ensure strong participation of traditionally underrepresented groups in leadership training, the project utilizes unique and innovative recruitment, program retention, and placement strategies. The project includes an extensive combination of academic, social, and professional development supports for participants to ensure the successful completion of doctoral course work, professional field experiences, and the dissertation. These include doctoral program orientation, faculty mentors, academic support seminars, seminars coordinated by doctoral students, professional writing clinics conducted by faculty, preparation sessions for the portfolio assessment and comprehensive exams, support services for students with disabilities, peer support groups, and computer skills training opportunities.

Grant Number: H029D960048

University of Utah Leadership Training Grant

Project Director: Hardman, Michael
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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: This leadership training project aims to develop competencies in two general areas: 1) exemplary program for individuals with disabilities, and 2) research and teaching.

Method: The project will combine coursework and extensive field experiences to support the development of competencies in 10 strands. The five strands in the exemplary programs area are: Including Students with Disabilities in General Education Assessments and Curricula; Disability Policy and Law; The Least Restrictive Environment; Transition from School to Adult Life; and Coordination between and among Regular and Special Education. The five strands in the research and teaching area are: Research Design, Methodology, and Ethics; University Teaching; Instructional Technology in the Delivery of Distance Education Programs; Facilitating Implementation of Best Practices in Education and Community Service Agencies; and Extramural Funding.

Grant Number: H029D960054

Preparation of Leadership Personnel: Combined Generic-Specialty Doctoral Training Program

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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: This project proposes a combined generic-specialty doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians. The generic component of the program would prepare students to assume leadership positions focusing on children and youth with either mild/moderate or severe/profound disabilities. The specialty component of the program would prepare students in careers related to children and youth with autism, attention deficit hyperactivity disorder (ADHD), and traumatic brain injury (TBI).

Method: The program design incorporates generic, specialty, and role-specific competencies to be delivered to participants by ten generic graduate faculty and four specialty-oriented graduate faculty.

Grant Number: H029D960057

Training Leadership Personnel in Curriculum-Based-Measurement, Curriculum-Based-Assessment and a Problem-Solving Model

Project Director: Shinn, Mark; Kaminski, Ruth; Good, Roland
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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: The goals of the training grant are to produce doctoral-level personnel who can 1) provide leadership in implementation of curriculum-based measurement/curriculum-based assessment (CBM/CBA) in a problem-solving model in public schools, 2) provide appropriate preservice training with CBM/CBA to other educational personnel through institutions of higher education, and 3) contribute to the knowledge base on effective CBM/CBA assessment practices.

Method: As part of their doctoral level training in school psychology, students will complete: 1) didactic coursework in measurement and problem-solving assessment strategies using curriculum; 2) didactic coursework in academic and social-emotional interventions to facilitate effective outcomes with pupils with disabilities; and 3) a series of school-based practica and internships in which CBM/CBA and problem-solving model experiences will be provided.

Grant Number: H029D960061

Project BRIDGES: Preparation of Leadership Personnel; Bridging Learning and Leadership through Anchored Apprenticeship

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Beginning Date: 1/01/97
Ending Date: 12/31/00

Purpose: Project BRIDGES will provide strategic linkage of learning and leadership experiences. By doing so, it will increase the capacity of special educational leadership personnel to provide the levels of scholarship in research, teaching, and supervision necessary to develop lines of inquiry and prepare school-based instructional leaders to address the instructional needs of children in today's and tomorrow's schools.

Method: The program maintains a primary emphasis on the preparation of candidates to be competent researchers, teachers, and supervisors who can provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic learning problems, with specific competence in: a) the design and delivery of effective instruction with a focus on literacy, and b) the systematic linkage of theory and practice. The program of preparation will use an apprenticeship model engaging doctoral students with university-based and field-based mentors including administrators and teachers. It extends the apprenticeship model by anchoring research, supervision, and practice to a particular school and to a sustained school-based practicum that cuts across terms and provides a systemic field-based experience. Candidates will have mentors in three areas: educational research, college teaching, and instructional supervision.

Grant Number: H029D960065

Preparation of Leadership Personnel for Responsible Inclusion: Working Together to Provide Equity Education

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Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: The goal of this project is to prepare 24 inclusion specialists through the development of a new integrated training model. Program graduates will receive a Doctorate of Philosophy degree in Curriculum and Instruction, with a specialization in inclusion.

Method: This will be accomplished through development of an integrated training model bringing regular and special educators together for joint not parallel training experiences. This program contains several unique features. First, students are required to take courses representing an integrated training perspective. Second, all coursework will be accompanied by completion of internship experiences in school districts, state agencies, and institutions of higher education. Third, all students must engage in Applied Research experiences that will be submitted for publication. Fourth, regular and special education trainees will be paired during coursework, internships, and applied research. Finally, all students must participate in leadership roles, which include designing school district long-range inclusion plans, conducting follow-along research, speaking at local and other professional conferences, and conducting in-service training programs in schools.

Grant Number: H029D960067

Preparation of Leadership Personnel in Seriously Emotionally Disturbed/Behaviorally Disordered with Focus/Collaboration on Underrepresented Populations

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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: This project is one of a group of projects funded to prepare doctoral and/or post-doctoral level personnel to serve as personnel trainers, researchers, administrators, supervisors, and other specialists.

Grant Number: H029D970001

Doctoral Training in Early Childhood, Families and Early Intervention

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Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This new project, a Leadership Training Program in Early Childhood, Families, and Early Intervention at the University of North Carolina at Chapel Hill, will incorporate a transitional model of training in which students move from a mentorship role to a junior colleague role during the course of their training.

Method: Over the four year period, the program will enroll and train 36 doctoral level professionals from education and school psychology, as well as the related disciplines of developmental psychology, maternal and child health, social work, and nursing. This design reflects the views that professional preparation now incorporates a range of methodologies, more participatory in nature, and that the student-in-training is a learner, a thinker, and a problem solver, rather than the "researcher-as-expert" paradigm that used to be held as a model.

Grant Number: H029D970006

American Indian Leadership Training in Special Education and Educational Administration

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Beginning Date: 8/15/97
Ending Date: 8/14/01

Purpose: The purpose of this project is to prepare six American Indian/Alaska Natives to be leaders in special education by completing doctoral degree programs in either Special Education or Educational Administration at Penn State University. The programs will focus on special education, educational administration, leadership, and Indian education. Graduates will be able to assume leadership positions in schools, tribes, colleges and universities, or professional organizations that provide special education services to Indian people.

Method: This new doctoral program expands Penn State's current American Indian doctoral program in Special Education to the area of Educational Administration and generally enhances special education's capacity for quality preservice training. The six students funded by the program will major in Special Education with a strong emphasis in Educational Administration. Leadership development and Indian education will be a focus of the program. The program will allow graduates to conduct research in the areas of American Indian Special Education and Administration, to administer and develop specialized teacher training programs, to seek positions as administrators of programs designed for American Indian students with disabilities, or to become regular school administrators who emphasize special education school-wide.

Grant Number: H029D970010

Training Pediatric School Psychologists: Preparing Leaders to Address the Health Needs of Children with Emotional/Behavior Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: The objective of this project is to train school psychologists as leaders in the research and practice of linking medical, educational, and psychological services within school settings for children with emotional/behavioral disorders (E/BD) as well as others with health problems who are at-risk for the development of E/BD. The collaborative project will develop professionals who are capable of interacting within schools and health-care communities to provide integrated services for students within full-service schools.

Method: Through a combination of coursework, practica, research mentorship, and dissemination of research and practice, a total of 12 trainees will complete their Ph.D. in school psychology with a specialization in pediatric school psychology.

Grant Number: H029D970014

Preparation of Leadership Personnel: Project INSPIRE

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Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: Texas Women's University's Project INSPIRE (Innovative New Strategies to Promote Instructionally Relevant Environments) has been designed to significantly strengthen and broaden the impact of the university's ongoing doctoral program in adapted physical education.

Method: The program will support 10 doctoral-level adapted physical educators and 100 post-doctoral teacher trainers over a period of four years. The project will stress teaching in natural settings, with teacher trainers becoming adept at understanding why and how to modify regular environments to maximize the extent to which mastery of identified goals occurs.

Grant Number: H029D970024

An Innovative Doctoral Program for Creating Leaders to Foster Coordinated Instruction by Special and General Education Teachers: Acquiring Proficiency in the "Research-Product Development-System Change Process"

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Beginning Date: 9/05/97
Ending Date: 9/06/01

Purpose: This project will prepare leadership personnel in fields related to the education of students with mild disabilities in mainstream environments, specifically for these personnel to instruct future general and special education teachers in the education of students in inclusive educational environments using empirically validated methods. They will also learn to become efficient in the "research-product development-system change" process, in which they will learn how to conduct methodologically sound research, translate validated interventions into user-friendly products, and prepare teachers to use these products in staff development/system change efforts.

Method: Students will learn academic statesmanship (skills foundational to any other endeavor in education), teacher preparation (becoming competent in instructing new special and general education teachers), research (doing their own and learning how to teach others in conducting research), system change (how to consult with school personnel to create lasting change in schools on behalf of children), technological applications, and product development (how to develop materials for children and teachers). Each student will have a professional development plan tailored for his/her goals and will develop a personal portfolio to collect accomplishments, experiences, and products.

Grant Number: H029D970026

Preparation of Leadership Personnel in Adapted Physical Education

Project Director: McCubbin, Jeffrey A.
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Beginning Date: 7/01/97
Ending Date: 6/30/01

Purpose: This project, a collaboration between Oregon State University and the University of Utah, will respond to the need for highly qualified personnel to teach physical education to students with disabilities.

Method: A cadre of doctoral level personnel who have the necessary skills to serve as effective teacher-trainers, scholars, and leaders will be trained via distance education at two major Research I universities, benefitting from the additional related professional experiences that this project will make available to them. Coursework, field experiences, and scholarly research efforts will be designed to ensure that program graduates play a significant role in improving the quality of physical education offered to the children and adolescents who have a disability.

Grant Number: H029D970030

Preparation of Administrators and Supervisors of Special Education — Certificates of Advanced Graduate Studies

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will improve an ongoing doctoral program in Administration and Supervision of Special Education to support five students; it will also extend to students in general education who are preparing for careers as school principals and administrators at the district level and as administrators of related services agencies.

Grant Number: H029D970035

Preparing Leaders for Careers in Transdisciplinary Professional Development, Research, and Administration in Education of Children with Disabilities

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Beginning Date: 9/15/97
Ending Date: 9/14/01

Purpose: This new project will prepare a total of 12 to 16 doctoral students for leadership careers in personnel preparation, research, and administration concerning the provision of educational services to children with disabilities. The program will emphasize collaboration among special educators, regular educators, related services personnel, early intervention specialists, and parents.

Method: In addition to meeting the regular requirements for a Ph.D. or Ed.D., students will be involved in research or program evaluation and complete at least one administration practicum during their studies. Each student will have at least two primary mentors: one in his or her own field, and one from a related field.

Grant Number: H029D970038

Doctoral Leadership Program in Learning Disabilities: Preparing Researchers and Teacher Educators for Inclusive Environments

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Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: The goal of this project of the Department of Special Education at the University of Maryland, College Park, is to prepare nationally visible leadership personnel as researchers and as teacher educators in learning disabilities. The program emphasizes coursework and apprenticeship experiences to prepare leaders for research and teaching positions in a variety of settings.

Method: Through formal commitments with other departments and programs in the college, the project will initiate collaborative program planning and design apprenticeship programs that involve collaborative supervision of special and general education preservice personnel in professional development schools. The doctoral preparation program incorporates intensive graduate coursework in selected areas along with work in research design and methodology.

Grant Number: H029D970049

Special Education Leaders to Educate Regular and Special Education Teachers

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Beginning Date: 9/14/97
Ending Date: 8/31/01

Purpose: This project will prepare leadership personnel in special education who can conduct original research and effectively teach in college and university teacher preparation programs that combine or coordinate training of regular and special educators.

Method: This project will organize the Syracuse University's leadership training in a new, functional training model involving doctoral students in each of the kinds of activities that will be expected of them when they become professors. The doctoral students will be involved in learning to teach through a mentorship program and in learning to do research by engaging in inquiry-based classrooms. They will consult with school districts that coordinate special and regular education services.

Grant Number: H029D970059

Preparing Special Education Leaders for the 21st Century: A Mentoring Model

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The purpose of this special leadership training project is to provide training at the doctoral level to address critical areas of need in special education, including early intervention, school-based instruction, and secondary transition.

Method: A mentoring model will be employed to prepare future leaders in supervision, administration, research, and personnel preparation. The program will provide focused training in content areas, multicultural recruitment, emphasis on educational policy and research, extensive applied experiences, and individualized mentoring.

Grant Number: H029D970062

Doctoral Program in Rehabilitation Science: Meeting Leadership Needs in Related Services

Project Director: Mann, William C.
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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project consists of a new interdisciplinary Ph.D. program that addresses the shortage of related services specialists, particularly physical and occupational therapists. The program will prepare leaders to develop and expand current theory and practice in rehabilitation, including services related to special education and early intervention. The graduates of this program will be qualified to educate students at the professional entry level in physical and occupational therapy, ultimately contributing to the expansion of related services programs and to services for infants, toddlers, children, and youth with disabilities.

Method: The project will produce a total of 16 graduates with a Ph.D. in Rehabilitation Science trained to teach and conduct research in the related services. The students supported by this project will focus on pediatrics and school-based education courses. Graduates of the program will be qualified to be employed as university faculty in schools of allied health within departments of occupational and physical therapy.

Grant Number: H029D970065

Special Education Doctoral Program in the Delivery of Distance Education

Project Director: Blackhurst, Edward A.; Collins, Belva
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Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: The goal of this project is to develop and implement a new option in the University of Kentucky's special education technology doctoral program which will focus on delivering instruction about special education via different distance education systems. Upon completion of their studies, graduates will be qualified to assume leadership positions in: the design of distance education programs; the development of instructional products for, administration of; and evaluation of distance education programs; and implementation of research projects related to distance education programs. Six full-time and four part-time doctoral students will be supported.

Method: A competency-based personnel preparation model is being followed to guide curriculum development efforts in the new program. The proposed project builds on existing distance education programs, from in-service to the Master's Degree, to extend the current special education technology doctoral program into distance education.

Grant Number: H029D970066

Preparation of Leadership Personnel: Establishing Interprofessional Community/School Linkages in Early Childhood Intervention (0-8)

Project Director: Gallagher, Karen; Sailor, Wayne
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Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This leadership project represents an effort within and across departments and professional schools to establish an interdisciplinary preparation program that will demonstrate the benefits of interprofessional, collaborative personnel preparation for service to children who have been diagnosed with disabilities or are at-risk and their families.

Method: This doctoral studies project will train personnel to implement collaborative best practices to meet the diverse needs of all young children from birth through eight years and their families. The project is an interprofessional effort at the University of Kansas, combining programs in the departments of education and psychology with community-based field experiences to plan and implement programs for the target population.

Grant Number: H325D980014

Preparation of Leadership Personnel: Training Leadership Personnel to Facilitate Collaborative Processes in Rural Areas

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: The goal of this project is to establish new training elements within Alfred University's Division of School Psychology that will provide leadership training for doctoral level practitioners of rural school psychology. The four-year project will support 16 doctoral students who have interest in and made a commitment to practice a collaborative processes model of educational and psychological service delivery in rural school districts. This model of practice will allow doctoral level school psychologists to become leaders and generalists who can intervene with children who demonstrate a broad range of academic and behavioral difficulties in regular and special education settings, and foster successful coordination and facilitate collaboration among regular and special education teachers, school administrators, related service personnel, parents, and rural families in the delivery of educational and psychological services to children with disabilities in rural school districts. The doctoral students funded by this project will receive extensive advanced coursework and practice in the use and implementation of a collaborative processes model of school psychology practice and model internship sites will be established.

Method: The project will recruit and train 12 doctoral school psychology students who are committed to providing leadership in rural settings including students who are Hispanic, African-American, Asian American, and/or economically disadvantaged. By adding a collaborative process component to the existing curriculum, the doctoral students will be provided with the leadership skills to successfully coordinate a wide range of services in rural settings. Each student will complete a dissertation project oriented toward improving the delivery of educational services and interventions.

Grant Number: H325D980018

Preparing Higher Education Faculty for Special Education: The Ph.D. Program at Ohio State University

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will improve the quality of and increase the number of students served by an existing Ph.D. program that prepares higher education faculty for special education.

Method: The program entails an intensive curriculum of required and elective courses, special topic seminars, involvement in three original applied research studies prior to the dissertation, two summer internship experiences, supervised teaching and advising at the University level, plus a variety of non-credit requirements.

Grant Number: H325D980034

Interdisciplinary Doctoral Program: Preparing Future Leaders in Early Intervention

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Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: This doctoral training program is designed to prepare leadership personnel for roles as researchers, university teachers, and policy specialists in programs for infants and young children with disabilities and their families. Along with a knowledge base in family-centered early intervention, this project will prepare future leaders to affect system change through a strong foundation of expertise in technology, adult learning principles, policy, research, and evaluation.

Method: The leadership training will focus on family-focused intervention, allowing the students to work toward doctorates in the Department of Special Education or Child and Family Development. A strong interdisciplinary focus will encourage cooperation and foster inclusion of the best practices of several related areas to a comprehensive and unique training program. This program will prepare six full-time and four part-time students per year.

Grant Number: H325D980037

Special Education Policy Integration: Leadership Training in IDEA Implementation and Alignment with Standards-Based, School Unification, and Full-Service School Reforms

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Beginning Date: 6/01/98
Ending Date: 5/31/02

Purpose: This project will develop a new doctoral and postdoctoral training program in Special Education Policy Integration (SEPI) at the University of Kansas (KU) through a collaborative effort among several departments at KU. The project will help to increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with disabilities through transformational leadership training at the doctoral and postdoctoral levels fpr special education scholars, policy researchers, and personnel preparation faculty.

Method: The project will provide five doctoral participants with a new, four-year training program that will address the special education policy context. The project will also involve two postdoctoral participants each year from outside the special education field to serve as program developers and trainees and who will transfer their knowledge of disability policy issues and policy integration methods back to their home disciplines, professions, and state-level agencies.

Grant Number: H325D980039

The Leadership Project: Training Early Childhood Professionals for the 21st Century

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Beginning Date: 8/01/98
Ending Date: 7/31/02

Purpose: The New Leadership Project of the George Washington University is designed to meet the need for faculty in early childhood special education. The project is committed to the challenge of preparing faculty as teachers, researchers, and scholars capable of predicting and imagining the problems, structuring the questions and implementing careful studies which inform the field, thereby improving best practices and quality services.

Method: The New Leadership Project will offer students solid special education competencies and field concentrations in public health, with a maternal and child health focus, as well as educational and disability policy studies, thus preparing the students to assume the full complement of faculty responsibilities in higher education. Using a network of field-based collaborations, each student will be exposed to and directly involved in research affiliations and commingled activities with primary faculty in several departments within the university. In addition, the multi-disciplinary faculty will serve as research, teaching, and service mentors.

Grant Number: H325D980042

Crossover Model of Leadership Preparation in Special Education: Six Interdisciplinary Options

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Beginning Date: 11/01/98
Ending Date: 10/31/02

Purpose: This project is a new interdisciplinary program that will prepare 12 leadership personnel in special education. These leadership personnel will meet professionally recognized standards for the preparation of leadership personnel in special education and one of six related disciplines: 1) multicultural education, 2) early childhood education, 3) general education (i.e., elementary, secondary, reading, and physical education), 4) media and technology, 5) educational leadership and administration, or 6) psychology in schools (i.e., school psychology and counseling).

Method: This crossover model will enable the project staff to attract candidates representing various professional and personal backgrounds. The model has a strong experiential and interdisciplinary emphasis to ensure that students will have the background necessary to fulfill their teaching, service, and research responsibilities associated with faculty positions at a full range of institutions of higher education or other professional roles (e.g., administrators). A key feature of this project is the Integrative Stage, which is the professional seminar organized by the project. The seminar is designed to bring together each of the doctoral students throughout their studies to help them integrate their educational and professional experiences. The seminar will not only be designed to engage all doctoral students in a thoughtful consideration of their rich collective experiences, but to develop integrative interdisciplinary research, teaching, and service activities.

Grant Number: H325D980046

Educational and Research Leadership in Augmentative and Alternative Communication

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Beginning Date: 8/01/98
Ending Date: 7/31/02

Purpose: Throughout the course of four years, the proposed project will provide training in the area of augmentative and alternative communication through theoretical and practical experiences.

Method: Competencies to be provided to the students in the program will be the ability for them to provide relevant preservice and inservice personnel training experiences, to conduct quality research, to provide advocacy and legal consultative services, to participate in public policy planning, and to administer agencies and program serving persons with severe communication disorders, and to produce written materials for use by others. The project intends to train four doctoral level professionals who will be able to provide personnel training and service delivery systems for children and adults who unable to meet their daily communication needs through natural speech.

Grant Number: H325D980047

Secondary Education and Transitional Services Leadership Preparation Project

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This project will provide doctoral degree level personnel with expertise in transitional services and support for youth with disabilities. The program includes financial incentives for interdisciplinary coursework and shared filed-based leadership experiences to doctoral students from many departments and disciplines.

Method: The project will prepare six full-time and six part-time special education doctoral degree level leadership personnel with interdisciplinary training and expertise in one of several transition specialization areas: post-secondary support services, secondary education and school-to-career programs for youth with mild disabilities, or supports promoting the community inclusion, employment, and social integration of youth with more severe disabilities. The project intends to recruit and train two individuals in each of these specialization areas.

Grant Number: H325D980048

Prevention and Early Intervention of Developmental Disabilities: Interdisciplinary Preparation of Leadership Personnel

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This new program provides leadership training to educators and related service personnel who are interested in developing effective services for children with developmental disabilities and their families.

Method: Training program includes participation in three core courses and weekly Leadership seminar, leadership mentoring by professional and family community representatives, involvement in research activities, participation in development or evaluation project, participation in community outreach activities, and completion of individual projects. Project staff and trainees will be involved in efforts to recruit, nurture and mentor minority leadership personnel. During the four years of this project, at least 20 doctoral students in communication disorders, special, general, and early childhood education, psychology, and social work will acquire the expertise needed to develop interdisciplinary research programs, service delivery systems, and policies that reduce preventable disabilities and enhance the quality of life for children with disabilities and their families.

Grant Number: H325D980049

Leadership Training Program in Learning Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This Preparation for Leadership Personnel Project, entitled Leadership Training Program in Learning Disabilities: Bridging the Research-to-Practice Gap, incorporates an innovative approach to training leadership personnel in the area of learning disabilities and address four needs: to increase the capacity for conducting intervention research that improves student outcomes and bridges the research-to-practice gap; to forge strong partnerships between colleges/universities and public schools; to prepare leadership personnel to work effectively with mainstreamed students with learning disabilities and their teachers; and to prepare prospective college/university special education faculty of culturally diverse backgrounds in these areas.

Method: Two cohorts of six high-quality students will be recruited for the project from such institutions as historically black colleges in Nashville and the Project Alliance regional network. A strong partnership will be developed with local schools in which intervention research currently occurs. Throughout their doctoral training, students will participate in research-to-practice apprenticeships for designing and conducting research in collaboration with one general educator who serves the learning disabled population, one special educator, and a faculty mentor. Trainees will participate in seminars on conducting intervention research that bridges the research-to-practice gap and an advisory board will ensure that the graduates of this program can satisfy the demands for conducting research and bridging the research-to-practice gap for mainstreamed students with learning disabilities.

Grant Number: H325D980050

MSELT: Multicultural Special Education Leadership Training

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project extends UVA's established doctoral training program to include collaboration with historically black colleges and universities (HBCUs) in Virginia and North Carolina.

Method: Major program features will be designed to produce teacher trainers with special expertise in multicultural special education. These features include shared teaching between UVA and the HBCUs, instructional internships at the HBCUs, colloquia hosted by each of the institutions focused on multicultural special education, field testing of the procedures developed in the workshops, dissemination of the field-tested products to other teacher trainers, and links to other training projects with emphasis on multicultural issues.

Grant Number: H325D990008

Doctoral Training Program for Special Education Administrators to Serve Minority Students with Disabilities

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Beginning Date: 6/01/99
Ending Date: 5/31/03

Purpose: This project of Arizona State University will provide an interdisciplinary leadership program for preparing administrators of special education services with specific expertise in special and general education administration and cultural and linguistic differences.

Method: The project will prepare 12 doctoral-level special education administrative leaders with interdisciplinary training in special and general education to serve culturally and linguistically diverse students with disabilities. It will recruit leadership personnel from underrepresented groups.

Grant Number: H325D990009

Special Education Leadership in Interagency Collaboration (SELIC)

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The Special Education Leadership in Interagency Collaboration (SELIC) program will be jointly conducted by Texas A & M's special education and educational administration programs in the College of Education, in cooperation with the state education agency. Together, these three groups will provide a program to focus on preparing special education administrators with a specialty in community-based service for families and children. The conceptual model depicts collaborative training by the three groups, SELIC's community-based focus, and the goal of interagency integration to meet the multiple needs of children and families.

Method: SELIC will enroll 24 students per year and will graduate approximately seven to eight students per year, after the initial start-up period. Project graduates will be certified to fill field leadership positions in both general and special education. The three governing entities will offer respective strengths to the program: training in administration and qualitative research; core special education training; interagency collaboration expertise from experienced special education administrators; and technical support, monitoring, and training for the region's teachers, administrators, and specialists. The program will involve extensive, continuous field involvement and training in quality practicum sites; learning from and along side practicing professionals (including those in rural districts); technology as a delivery tool to overcome obstacles of time and distance; and training on the new mandates of IDEA 97.

Grant Number: H325D990010

The University of Nebraska School Psychology Leadership Specialization in Home-School Consultation and Support for Students with SED

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This project will prepare doctoral-level school psychologists to enhance services for children with behavioral and emotional disabilities in the regular classroom. Its focus is on using validated, innovative approaches to training to promote the preparation of preservice related services personnel. Strategies are included for enhancing the recruitment efforts of underrepresented groups.

Method: The project will develop a home-school consultation/severe emotional disturbance specialization in the school psychology program at the University of Nebraska. Specifically, the consultation specialization will emphasize "conjoint behavioral consultation," which coordinates services delivered by school psychologists, parents, general and special education teachers, and administrators and additional staff. This four-year project will recruit and train six school psychology graduate students per year, who will work with parents and teachers of children with SED in the regular classroom.

Grant Number: H325D990014

Leaders for a Shared Responsibility: Preparing Educational Specialists for System Change and Multi-Agency Service Coordination to Improve Career Preparation and Transition Outcomes for Individuals with Disabilities

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This project will prepare educational specialists for system change and multi-agency service coordination, in order to improve career preparation and transition outcomes for individuals with disabilities. It represents a new configuration and relationship among special education, regular education, rehabilitation and counseling, and human services programs within George Washington University. Faculty from these programs will form an interdisciplinary advisory team to direct the project and guide the development of the leadership trainees.

Method: The 36-hour curriculum content for 38 leadership students is focused on the development of a comprehensive picture of education, career/employment preparation and transition service delivery for youth, ages 14-22. The curriculum integrates the roles of relevant agencies; begins in middle and early secondary education; and includes career preparation and decision making, transition and postsecondary planning, and engagement with community-based support services, system change, and professional development. Participants will develop competencies in the following areas: service coordination, capacity building in collaboration and system change in secondary education and transition, inservice professional development, and increasing the enrollment and participation of underrepresented students.

Grant Number: H325D990022

Interdisciplinary Leadership Preparation in Deaf Education Focusing on School-Based and Higher Education Personnel Needs and Candidates Who Are Deaf or from Underrepresented Groups

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This project will help to alleviate a severe shortage in leadership personnel nationwide for both instructional programs serving deaf and hard-of-hearing (Deaf/HH) children and in university programs preparing teachers for Deaf/HH children.

Method: The project will strengthen a ten-year-old, NCATE-approved doctoral program at Gallaudet University through extensive input from program graduates, current students, recent survey data from instructional programs serving Deaf/HH students and university teacher preparation programs, and a recent university review of the doctoral program. The project specifically targets applicants who are Deaf/HH and/or from underrepresented racial/ethnic groups for recruitment, retention, and graduation. Competencies will be developed for literacy, applied linguistics, curriculum, family-centered early education, multiple disabilities, school-to-work transition, and instructional interactive media. Two additional facult[illegible] to be hired to teach the new doctoral courses and be more involved with the doctoral program. A major objective of this project is to strengthen the project's relationship with Project ACHIEVE, the first professional development school project that involved Deaf/HH children.

Grant Number: H325D990023

Early Childhood Special Education Leadership Training: Research, Multidisciplinary Knowledge and Teacher Preparation

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This project will train doctoral students in Early Childhood Special Education (ECSE) to assume leadership positions as university instructors, researchers, and program directors.

Method: The program will support ten full-time doctoral students, including four students from diverse backgrounds. The ten trainees will be supported by the program during the first two years of their enrollment in the doctoral program, when they will be completing their course work and their teaching/supervision apprenticeship. During two months in the summer, and the third and fourth years of their program, trainees will be funded as research assistants on ongoing projects while they complete their research training and complete written requirements for the doctoral program. By the end of the project, trainees will have acquired: 1) interdisciplinary knowledge of early development, intervention, and education; 2) expertise in conducting, critically analyzing, and applying research related to young children with disabilities and their families; and 3) specific skills for preparing personnel for emerging roles in ECSE. Graduates of the program will be able to initiate and maintain a program of research in ECSE, to translate research into practice, to establish training programs for ECSE teachers, and to develop, support, and advise ECSE programs.

Grant Number: H325D990024

Project FLITE: Florida Leadership in Inquiry and Teacher Education

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Project FLITE builds on existing programs, partnerships, and structures in the Department of Special Education and the Department of Instruction and Curriculum at the University of Florida and in surrounding public schools to provide doctoral-level preparation for leaders in unified preservice and inservice teacher education. Project FLITE is intended to become institutionalized as an option for doctoral students desiring to work in unified teacher education programs.

Method: Project FLITE is structured so that students can specialize in disability areas as well as in content areas and learn to collaborate with colleagues to share expertise. Graduates of the program will be able to provide leadership in collaborative teacher education programs, prepare preservice and inservice teachers with a focus on access to the general education curriculum, and conduct and disseminate research on unified teacher education and inclusive classroom practices. Competencies will be developed in: (1) inclusive classroom practices that represent a synthesis of research-based general and special education practices, (2) teacher education pedagogy, (3) professional collaboration, and (4) research and scholarship. Doctoral students will also be trained to assist preservice and inservice teachers to bridge the research-to-practice gap.

Grant Number: H325D990029

Program to Help Doctoral Student Recruitment, Preparation, and Retention

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: The Pennsylvania State University's Program to Help Doctoral Student Recruitment, Preparation, and Retention expands upon the leadership training efforts of special education faculty in the university to recruit and prepare doctoral-level individuals. It builds on an existing, highly ranked program and responds to research-identified barriers by including a number of "barrier elimination" elements for those who have an expressed goal to become faculty members but who need additional supports. The program targets individuals who show promise for such careers and incorporates mentorship models to afford participants social-emotional support and opportunities for professional socialization.

Method: The project will recruit, enroll, and provide financial assistance to qualified students; develop, implement, and manage an exemplary program that incorporates best practices for preparing leadership professionals; provide supports to retain these students; and produce graduates who will move into faculty positions and meet or exceed expectations in those environments. The training model contains components of teaching, writing/research, scholarship, service, development of professional knowledge, and other areas of competence development.

Grant Number: H325D990030

Preparation of Leadership Personnel: Project LEAD

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: Project LEAD (Leadership through Education and Advocacy for Students who are Deaf, Hard of Hearing, and/or Deaf-Blind) was conceived by the Deaf Education/Special Education Faculty at the University of Kansas to supply new special education leadership for low-incidence disability training. The training will address the specific needs required to better serve students who are hard of hearing, deaf, or deaf/blind.

Method: Project LEAD will increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with low-incidence disabilities, through transformational and transdisciplinary leadership training. Students will study under the direct mentorship of experts in deaf education and prominent professors in the University of Kansas Special Education Program. Students will participate in numerous, appropriate inclusive activities during the three years of the project.

Grant Number: H325D990035

University of Nebraska's Leadership Program in Emotional and Behavioral Disorders

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Beginning Date: 8/16/99
Ending Date: 8/15/03

Purpose: This leadership training project will prepare a cadre of eight individuals (two cohorts of four students each) to assume leadership positions in the education of children with emotional and behavioral disorders

(EBD). Key features of the program are mastery of competencies, extensive field experience, a sound instructional model, and comprehensive doctoral coursework.

Method: The doctoral students will master four major competencies (teacher training, applied research, interagency collaboration, and law and policy) built around 71 specific activities areas needed for leadership in the education of students with EBD. The extensive field experiences are provided through internships in ongoing research projects and local and state education and human service agencies. The instructional model includes modeling and demonstration, supervised practice, and independent practice, all under the tutelage of competent university faculty. Students are required to enroll in courses in special education, school psychology, education administration, and research and statistics.

Grant Number: H325D990037

Leadership Training: Research in Childhood Deafness

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This project of the University of Colorado will train five doctoral students in the area of childhood deafness. Training will focus on leadership in research, teaching, and working with professionals who provide direct services. Candidates for the program will have an extensive background in deafness, language, teaching parent-child interaction, or other areas relevant to childhood deafness.

Method: The program will implement innovative strategies to recruit and retain high-quality students who are deaf or who can sign fluently. Students will be prepared to begin independent research careers, to be leaders in their areas of interest, and to be teachers of students in preservice training. Training will consist of teaching and field-based practica. Doctoral trainees will be expected to participate in a research project each semester during the program.

Grant Number: H325D990038

Doctoral Training Program for Personnel Preparing for Careers with Children and Youth with Emotional/Behavioral Disorders, Autism-Related Disorders, and Students At-Risk for Significant Negative Consequences Related to Disciplinary Referrals and Policies

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: This University of Kansas project will prepare leadership personnel in fields related to the education of children and youth with emotional/behavioral disorders (E/BD)or autism-related disorders (ARD), and students whose behavioral and social deficits and excesses (BSDE) make them vulnerable to significant negative consequences related to disciplinary policies.

Method: The leadership program will combine generic doctoral training in special education with specialty work in the areas of E/BD, ARD, and BSDE. Areas of focus will be special education generalists and leadership personnel who specialize in areas of high demand and where schools have experienced staffing and training difficulties.

Grant Number: H325D990052

Borderwalking Interdisciplinary Multicultural Doctoral Program

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: The Borderwalking Multicultural Special Education Doctoral Program at New Mexico State University will prepare ten doctoral-level personnel to administer, enhance, or provide services to children with disabilities, by providing interdisciplinary training in multicultural special education and a cognate field. Cognate areas include bilingual school psychology, bilingual communication disorders, counseling, and educational administration.

Method: The four-year project will recruit primarily Hispanic and Native American trainees and will prepare them through interdisciplinary programs with a sound research base to better address the needs of culturally and linguistically diverse children and youth with disabilities.

Grant Number: H325D990059

Western Regional Leadership Training in Low Incidence Disabilities

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Beginning Date: 8/15/99
Ending Date: 8/14/02

Purpose: This project will continue the doctoral program in leadership training in special education at the University of Northern Colorado. It will also enhance the program by sharing faculty resources and training opportunities across three low prevalence disability categories, which require specialized communication and instructional methodologies to meet educational needs.

Method: This three-year project will enhance the preparation of special education leaders by preparing and graduating six full-time doctoral-level persons, two each in blindness, deafness, and severe disabilities. Students will gain a wide knowledge from learning not just about their area of concentration but also from the other two low-incidence areas. The project will develop and convene a biannual research institute in low-prevalence disabilities for doctoral students and faculty across the country. The project will provide enriched opportunities for doctoral students to work with low-prevalence disability faculty at the university and across the country in research and writing projects, teaching, apprenticeships, externships, and service on doctoral committees. Graduates will be prepared to assume positions as research directors, evaluation and curriculum coordinators, administrators and supervisors, and preservice and inservice teacher educators.

Grant Number: H325D990060

Educational Policy, Planning, and Leadership Preparation for Collaborative Service Delivery

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: This leadership preparation project of the College of William and Mary will recruit, enroll, and support highly qualified and culturally diverse doctoral students who are capable of completing a competency-based program in leadership for collaborative service delivery. It will implement a comprehensive leadership preparation program to ensure proficiency in competencies essential to effective planning, implementing, and evaluating of programs for students with disabilities in more inclusive settings.

Method: Over four years, 15 doctoral students will be trained in educational policy, planning, and leadership with an emphasis on special education administration and collaborative service delivery, through cooperative planning, coursework, and program advisement among faculty and students in general and special education administration. Students will develop knowledge in educational policy, planning and leadership, special education administration, and related support areas. Extensive clinical and field-based experiences will help ensure relevant application of administrative theory, research, and evaluation practices. Students will develop cultural competency to address challenges for educating students with disabilities in urban settings and recruitment efforts will be coordinated with appropriate institutions and agencies to increase representation of people of color and individuals with disabilities in special education administration.

Grant Number: H325D990062

Leadership for School Improvement in Urban Settings

Project Director: Rosenberg, Michael; Larsen, Lawrence
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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: The purpose of this project is to develop a cooperative relationship among an institution of higher education, state education agency, and local education agency to prepare nine doctoral-level special education personnel (including four trainees from traditionally underrepresented groups) who will demonstrate the following: 1) a broad knowledge base of best practices for students with diverse abilities; 2) the ability to conceptualize, administer, and disseminate research efforts; 3) the ability to provide leadership to stakeholders involved in special education service delivery; and 4) proficiency in designing preservice and inservice training and consultation activities, ultimately serving as much-needed liaisons between institutions of higher education and local education agencies (LEAs).

Method: Students will be related services personnel employed by Baltimore/Washington area school districts who meet the minimum criteria of holding a masters degree and having at least three years of experience in the delivery of services to special education students. As part of the cooperative arrangement with LEAs, each student will engage in applied research and internship activities. Extending over a period of four years, the students will complete an 84-credit post-masters competency-based program that includes 18 credits of research/program evaluation courses, 12 credits of seminars, 12 credits of internship, and 12 credits of dissertation research. Graduates of the program will be eligible for Maryland certification in administration and supervision.

Grant Number: H325D990064

Enhancing Accessibility/Reducing The Shortage of Doctoral-Level College/University Faculty/Scholars in Speech-Language Pathology and Audiology: A Cost Sharing Approach

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This project will recruit and prepare 18 minority and non-minority doctoral-level students in speech-language pathology and audiology who have as their professional goal to become college/university educators of future speech language pathologists and audiologists, and who will become scholars/leaders in this field.

Method: This project will be carried out through the Ph.D. Program in Communicative Disorders and Sciences at Wichita State University, in order to reduce the serious national shortage of doctoral-level faculty/scholars who are available or willing to be hired in college and university preparatory programs in speech-language pathology and audiology. A Clinical Research Mentorship Program will be developed for the doctoral students in addition to their doctoral dissertation to immerse them in scholarly pursuits beginning the first semester of their doctoral program rather than just at the time of their doctoral dissertation.

Gran Number: H325D990069

Building-Level Special Education Leadership: Preparing School Principals in IDEA Implementation and Alignment with Standards-Based, School Unification, and Full-Service School Reform Efforts

Project Director: Skrtic, Thomas; Kleinhammer-Tramill, Jeannie; Crawford, George
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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: The ultimate goal of this project is to increase the quantity of and improve the quality of building-level leadership personnel to administer and enhance the provision of educational, social, and health services for individuals with disabilities and their parents. The project will provide interdisciplinary special education doctoral training for school principals to function as principal-scholars and disability-rights advocates.

Method: The specific objectives of the project are to: 1) recruit, screen, and admit five doctoral program participants; 2) develop new courses and a reference library of key professional literature to support the training activities of program participants and faculty; 3) identify and develop program-relevant fieldwork and internship sites; 4) evaluate student competencies and program outcomes; and 5) place all doctoral graduates in building-level leadership positions in local education agencies.

Grant Number: H325D990073

Preparation of Leadership Personnel in Special Education and Disability Policy

Project Director: Kiernan, William E.
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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: This project of the University of Massachusetts in Boston and the Institute for Community Inclusion will establish a concentration in leadership in special education services and disability policy in both the Doctoral Study in Leadership in Urban Schools program and the Ph.D. in Public Policy Programs. Three institutes at the university that address the needs of minority communities in the local urban area will be involved in the program, and the doctoral studies programs will have more than 40% of the students from underrepresented communities.

Method: Courses will address the many changes in special education policy and practice, with internships providing opportunities for students to develop skills in design, implementation, management, and analysis of programs and systems of special education and support for children and youth with disabilities. The outcomes of the project also include training of 20 students over four years, with a concentration in special education service and disability policy and the development of substantive projects addressing policy and practice in special and general education, education reform, and transition and service integration.

Grant Number: H325D990075

Linkages: Training Special Education Administrators to Meet the Changing Needs of Children and Youth with Disabilities from Diverse Backgrounds

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: This training program will provide students desiring to become leaders in special education administration with integrated training in general education and special education administration, recognizing the need to create unified districts and schools. In addition, a special emphasis will be placed on the skills necessary for special education administrators to effectively address increasingly complex demands in the field amidst the increasing diversity of students with disabilities.

Method: Each student participating in the program will be required to complete three practicum/internship experiences at two of four available levels: local education agency, IEA, state education agency, and federal. Another unique aspect of this training program is that it will provide students with training in both categorical and non-categorical experiences by providing sites in different states, Massachusetts (a non-categorical state), Nevada (a categorical state), and New York (a categorical state). The project will prepare administrators of special education to deliver effective services to students with disabilities from diverse backgrounds and will train administrators to create effective linkages between general and special education.

Grant Number: H325D990076

Project PASAR: Providing Access to Standards-Based Assessments and Requirements

Project Director: Tindal, Gerald
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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This leadership training program at the University of Oregon is intended to increase the number of graduates in positions of leadership who can affect the assessment of students with disabilities, particularly in relation to the issues of: large-scale tests; accommodations; and reporting of outcomes. By better preparing educational leaders, the project will raise the quality of standards-based assessments and the resulting decision-making process.

Method: The project will address standards-based assessments, performance assessments, standard setting, opportunity to learn, and test modification-accommodations. The leadership program will train 14 graduate students at the doctoral level to take on leadership roles in practica and in research. Trainees will be immersed in a program characterized by long-term faculty-mentor relationships; provision of necessary structure and guidance in how to conduct research, how to engage in teaching, and how to complete service activities focused on assessment; and aimed at coordination of special and general education programs.

(84.029E and 84.325E) Preparation of Minority Personnel

Grant Number: H029E960004

Preparing Teachers to Educate Students with Severe and Multiple Disabilities from Diverse Multicultural Backgrounds

Project Director: Downing, June
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Beginning Date: 7/15/96
Ending Date: 7/14/00

Purpose: This project will recruit and train teachers, especially those representing minority groups, to earn a Master's degree in Special Education at Cal State University, Northridge, so they can effectively impact the population of students who have moderate to profound mental retardation and at least one severe sensory impairment, physical disability, or behavioral challenge.

Method: The program of study will require one-and-a-half to two years to complete and will enable all graduates to receive a Master's degree in Special Education and certification in the area of severe handicaps; graduates will also receive a certificate attesting to their ability to teach students with multiple disabilities, including deaf-blindness. Coursework reflects best practices for the population, fieldwork for student teachers, and mentorship with Master-level teachers for added support. Using state-of-the-art practices, the project will train nine teachers per year, for a total of 36 for the length of the project.

Grant Number: H029E960005

Training Speech-Language Pathologists to Serve Multicultural Populations: A Model for the 21st Century

Project Director: Payne, Kay T.
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Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: This project addresses the training needs for speech-language pathologists to improve the condition of communicative disordered persons in multicultural populations. The goal of this project is to produce specialized professionals who possess knowledge and skills to provide diagnostic, management, and preventive services to multicultural populations including African Americans, Hispanic Americans, American Indians, and Asian Americans whose needs are often neglected or inadequately met. A secondary goal of the project is to increase the number of minority professionals, particularly those who will provide services to infants, toddlers, and youth within public schools.

Method: The project will train a total of 16 students over the four-year period. A minimum of eight master's students per year will be trained in the assessment, treatment, and prevention of communication disorders in multicultural populations. Eight students will complete their studies during the first two years and eight students will participate during the third and fourth project years. Students will complete a course in Applied Sociolinguistics which presents information relative to the application of sociolinguistic theory to the solution of clinical, educational, and societal problems. Students will also enroll in Clinical Methods for Culturally Diverse Populations, a course designed specifically for the project which presents direct diagnostic and therapy methods related to African American, Hispanic, Asian, and American Indian populations. A final component of the project is a specialized clinical practicum with multicultural populations.

Grant Number: H029E960006

A Family-Centered, Parent-Professional Collaborative Service Training to Prepare Minority Professionals to Serve Families of Preschool Children with Disabilities

Project Director: Guerin, Gilbert
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408-924-3667

Beginning Date: 8/24/96
Ending Date: 8/23/00

Purpose: This project will prepare racial, cultural, and language minority professionals and related services professionals to serve the population of preschool children with disabilities from diverse groups and their families. The professionals being trained will work in partnership with minority parents and other service providers.

Method: The project will recruit, retain, and graduate 56 minority groups special educators and related services personnel to meet state required early childhood competencies for children with special needs. It will implement a field-based, family-centered, culturally relevant, collaborative partnership and multidisciplinary training program using the resources of a large parent center and hospital settings. Minority professional from eight professional training programs (audiology, nutrition, nursing, occupational therapy, school psychology, special education, social work, and speech and hearing) will be provided theoretical and practical experiences to serve the diverse population of preschool children with disabilities and their families.

Grant Number: H029E960008

Preparing Graduate Students & Providing Specialty Training for Professionals in Speech Language Pathology to Service Minority Populations

Project Director: Mitchell, Harold
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615-963-7009

Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: The project will increase the number of minorities in the field of communication disorders and increase the number of speech language pathologists specializing in working with minority children in school settings. This project will provide specialty training for speech language pathologists and enable working professionals to increase their knowledge in the area of multicultural literacy as it relates to speech language development and disorders.

Method: The program incorporates two training components: academic course work and supervised clinical practicum experience. There will be 14 students in each year of the four-year project. Upon completion of the program, graduates will: 1) demonstrate more competence in handling diverse clientele; 2) enhance their understanding and appreciation of cultural diversity in the field; 3) engage in ongoing research and learning in multicultural literacy; 4) develop community leadership capacity; and 5) possess an awareness of multicultural resources available to professionals in the field.

Grant Number: H029E960013

Providing Mandated Speech-Language Pathology and Audiology Services to Linguistically and Culturally Diverse Children in California: A Project to Prepare and Certify Bilingual Professionals

Project Director: Conway-Madding, Carolyn
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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: This project of the Communicative Disorders Department at California State University Long Beach will fully prepare and certify bilingual speech-language pathologists and audiologists to serve the needs of the communicatively disordered children from culturally and linguistically diverse backgrounds in California.

Method: In each of its four years, the project will train ten bilingual students. The trainees will receive tutoring and assistance from graduate students to be certified to serve students from a variety of linguistic and cultural groups and mitigate the shortage of bilingual/bicultural speech-language pathologists and audiologists in the state.

Grant Number: H029E960017

Minority Leadership Training: University of Hawaii Doctor of Education in Exceptionalities Program

Project Director: Prater, Mary Anne; Noonan, Mary Jo
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Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: This four-year project will recruit and train seven to ten trainees, admitted in two cohorts with a preference given to individuals from underrepresented minority groups and the Pacific Basin Region, to complete the Doctorate in Exceptionalities Program, a new specialization of the University of Hawaii (UH) College of Education's Doctoral Program. This program is uniquely positioned to provide multicultural leadership training in special education in an area characterized by the most ethnically diverse populations of the United States—the Hawaii public school system, UH, the state of Hawaii, and the Pacific Basin Region. The program has access to a large pool of potential leaders in special education from underrepresented ethnic groups (namely Asian, Southeast Asian, Filipino, and Pacific Islander). The state of Hawaii and the public schools provide a stimulating and diverse multicultural training environment.

Method: Trainees will complete a rigorous program of study requiring them to demonstrate competencies necessary for conducting research and providing teacher preparation with a focus on multiculturalism. College-wide requirements of the program include a research core (quantitative and qualitative competencies), cognate, internship, and dissertation. All trainees will focus on multiculturalism to fulfill the program's cognate requirement. Requirements of the Exceptionalities specialization include an Exceptionalities core (single-subject research methodology, doctoral seminars in special education, special education for students with mild/moderate disabilities or severe disabilities, secondary/transition). Students are required to demonstrate competence in their emphasis area through a number of product-outcomes, including an independent research study, a professional presentation, a manuscript submitted for publication, and at least one semester of college teaching.

Grant Number: H029E960029

Training Personnel for the Education of Individuals with Disabilities

Project Director: Taylor, George; Rice-Fitz, Lavania L
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Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: The purpose of Project FORWARD is to prepare each year a cohort of 65 special education teachers to work in the Baltimore City Public Schools special education program, of which approximately 40 will pursue certification for mild and moderate disabilities, 15 for severe and profound disabilities, and 10 for a speech-hearing concentration in addition to preparation for certification in teaching learners with mild and moderate disabilities.

Method: The Baltimore City Public Schools is implementing a strategic plan that seeks to improve special education services through inclusive school settings, services focused on Individual Educational Plans (IEPs), and increased service to the Severely and Profoundly Handicapped, as well as the 28% in need of speech and language services through recruitment and retention of qualified personnel as soon as possible. All preparation will be for elementary and middle grades. Supporting objectives will be to recruit from non-traditional sources, provide classroom training and directed teaching experiences that prepares students for the changing environment in which special education services will be provided, and increase the supply of minority teachers in special education for Baltimore City. The target population for this interdisciplinary program of instruction are provisional teachers, and teachers currently employed in areas where there are surplus personnel, such as home economics, music, art, and social studies. The project will present improved curriculum that will be relevant to the needs of special education teachers serving a predominantly inner city population of African Americans, along with significant smaller populations of other culturally and linguistically diverse groups.

Grant Number: H029E960042

A Collaborative Model for Serving Hispanic Students with Limited English Proficiency and Who Demonstrate Language/Learning Disabilities

Project Director: O'Connor, Lisa; Mayer, G. Roy
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213-343-4692

Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: The project will train bilingual school psychologists and speech language pathologists to serve students who are culturally and linguistically diverse and who also have language learning difficulties. The training will emphasis the collaborative approach among the professionals who work with this population.

Method: The project will provide interdisciplinary and collaborative preservice training experiences for bilingual school psychologists and speech language pathologists. The training will be enhanced through cross-training opportunities so that students from each discipline can increase their understanding of the other specialty areas. Supervised field work experiences will provide the opportunity to directly apply coursework and enhance the students' ability to effectively collaborate when providing services to limited-English proficient Hispanic students with language/learning needs. The project will provide interdisciplinary training for at least 42 bilingual trainees over four years.

Grant Number: H029E960048

Multicultural/Cross-cultural School Psychology Program

Project Director: Cook-Morales, Valerie
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San Diego, CA 92182

Beginning Date: 8/01/96
Ending Date: 7/31/00

Purpose: The Multicultural/Cross-Cultural School Psychology Project (MCCSP) supports the preservice preparation of fully qualified school psychologists with the competencies to serve ethnolinguistically diverse children and youth with disabilities, their families and teachers. The project addresses the need to enhance the quality and nature of culturally and linguistically diverse services for these students in California schools.

Method: The project will increase the number of ethnolinguistically diverse school psychologists, institutionalize the program's multicultural/cross-cultural emphasis as it focuses on the cultural appropriateness of special education programs and services for diverse students. Essentially, the project revises and restructures the School Psychology Program at Sand Diego State University. Using the collaborative structure of the existing program, the project will involve all stakeholders in the revision process. A new structural organization and new instructional processes and new partnerships with school districts will contribute to the outcomes of the new core sequence in cultural, multicultural, and cross-cultural studies. To date, the MCCSP Project has supported 39 trainees, advanced 15 trainees to internship, and graduated 3 new school psychologists.

Grant Number: H029E960049

Recruitment and Training of Minority Preservice Special Education Teachers into Full-Time Graduate Study

Project Director: Hurwitz, Brian
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Beginning Date: 8/01/96
Ending Date: 7/31/00

Purpose: This project addresses the barriers that prevent minority graduates from completing the preservice teacher training graduate program at Jersey City State College, an urban college located in the middle of Jersey City. The project offers: 1) a plan to reduce the 23% minority student enrollment deficit in the graduate special education program, and 2) a plan to improve the quality of the training that is offered to students by developing a new full-time graduate program. As a result, an efficiently trained, specialized cadre of graduate minority students will be able to effectively meet the needs of culturally and linguistically diverse students with disabilities in New Jersey's urban school settings.

Method: The Jersey City State College (JCSC) Department of Special Education will follow these objectives to meet the goals of reducing the 23% deficit in minority graduate students and to more effectively meet the needs of prospective teachers: 1) develop a full-time special education graduate program with an emphasis on urban education by using the latest research in instruction of culturally and linguistically diverse students; 2) increase awareness and interest among graduating senior minority students at JCSC, minority students graduating from colleges throughout New Jersey, and potential students in communities throughout New Jersey about the opportunities in special education, about the full-time graduate program's availability in the special education department, and about the scholarship and stipend available to students who are accepted into the program; 3) identify and recruit 11 qualified minority students in need of financial assistance during Project Year One, 13 students during Project Year 2, 15 students during Project Year 3, and 15 students during Project Year 4; 4) provide ongoing support for minority students throughout their program of study leading to state certification in special education and the Master's Degree in Special Education; and 5) assist minority graduate students in developing job seeking skills and in obtaining successful employment in settings serving racially, culturally, and linguistically diverse students.

Grant Number: H029E960050

Preparing Special Education Teachers of Culturally Diverse & Limited English Proficient Incarcerated Youth with Emotional and Behavioral Disorders

Project Director: McIntyre, Tom; Barkowski, Ellis
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Beginning Date: 7/01/96
Ending Date: 6/30/00

Purpose: The project will train 30 qualified special education teachers who are competent in meeting the needs of culturally diverse and limited English proficient incarcerated youth with emotional and behavioral disorders (EBD). As New York City area correctional facilities for youth are severely deficient in teachers who are trained to work with disabled juvenile offenders, this training program can have a decisive impact on the New York metropolitan area's ability to meet the educational needs of culturally diverse and limited English proficient incarcerated youth with behavioral and/or emotional disorders. This program will more than triple the number of special education personnel in these facilities.

Method: The project will give immediate provision of essential special education personnel for New York City juvenile correction facililties with staffing needs. The long-term needs of educational programs in New York City area juvenile correction facilities will be met through the diffusion of gained knowledge and ability passed to other teachers via the collegial sharing of information and skills. Connections forged between New York area's correctional facilities and Hunter College's Special Education program will also allow for ongoing consultation and inservice training for educational professionals working with troubled juvenile offenders.

Grant Number: H029E960055

Training Bilingual School Psychologists with Certification to Serve as Behavior Intervention Case Managers

Project Director: Mayer, Roy
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323-343-4250

Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: This project is designed to address two needs of language minority students as facilitated by school psychologists: the delivery of appropriate special education services and programs to limited-English-proficient Hispanic students, and the provision of extensive behavior management services for special education students who demonstrate serious behavior problems.

Method: The project will increase the number of credentialed school psychologists who can assess Spanish-speaking students with disabilities in their primary language with a sensitivity to and understanding of cultural concerns and who are also certified in behavior analysis, which will prepare them to design, provide, supervise, and evaluate extensive behavior management services for Hispanic students who exhibit serious behavior problems. Bilingual/bicultural trainees will be prepared as fully credentialed school psychologists and certified behavior intervention case managers in the only such program in the State of California and in the county with the greatest Hispanic population in the country. Fourteen bilingual trainees will be supported annually through this project and over the course of the project up to 56 professionals will be trained with an emphasis on cultural and linguistic diversity.

Grant Number: H029E960076

Program to Train Bilingual (Spanish/English) Speech-Language Pathologists

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Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: This project is designed to increase the number of bilingual (Spanish/English) speech-language pathologists. The program has as its main goal the training of 80 bilingual (Spanish/English) speech-language pathologists during this four-year project. The program will infuse multilingual/multicultural information throughout the academic curriculum and practicum experience to provide students enrolled in the MA program the competencies necessary to address the needs of monolingual (English) and bilingual (English and another language) cultural/linguistic minority children and their families.

Method: Students will be bilingual (Spanish/English) and show a strong commitment to working with Latino children and their families. About 16 graduate students will graduate from the program during its duration. An additional 64 bilingual MA students will participate in the intensive summer institute designed to provide participants with the knowledge and skills they will need to meet the needs of Latino children and their families. Students will enroll in a course specifically designed to address the management of linguistic minority populations. As part of their clinical practicum requirements at the Temple University Speech-Language Hearing Center, supervised by a bilingual speech-language pathologist, all first year trainees will participate in the assessment and treatment of bilingual (Spanish/English) children, including adapting programs, instructional materials, and activities to make them linguistically appropriate for the client, and will counsel and work with parents in a manner that respects the client's belief system. During Year 2 of their program, all trainees will be enrolled in early intervention and school sites that serve large Latino populations.

Grant Number: H029E960077

Master's Degree Program for School-to-Work Transition Specialists from Minority Backgrounds

Project Director: Kimm, Christine; Brodwin, Marty
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Beginning Date: 12/01/96
Ending Date: 11/30/00

Purpose: This project is a new program to recruit and train students from minority backgrounds at the Master's degree level as school-to-work transition specialists. The project is designed to maximize collaboration between

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special education and rehabilitation counseling and collaboration among parents, community leaders, local minority business owners, and other professionals in an effort to improve school-to-work transition services for students with disabilities within a multicultural and multilingual environment.

Method: Training will be composed of four components: intensive coursework, active local meetings with collaborators, practicum, and networking. According to their emphasis, trainees will take either special education or rehabilitation counseling coursework in addition to specialized coursework for transition specialists. In addition to the Master's degree, trainees will be able to earn either special education teaching credentials or rehabilitation counselor certification. Between 24 to 30 students from minority backgrounds will be trained through this project.

Grant Number: H029E960081

Project BRIDGE: Florida Memorial College Master's Degree

Project Director: Vaughn, Sharon
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School of Education
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Coral Gables, FL 33124
305-284-8611

Beginning Date: 8/15/96
Ending Date: 8/14/00

Purpose: The overall goal of this project is to prepare highly qualified African American students at the graduate level who will meet state endorsement requirements as teachers in early childhood special education (cross-categorical) and who will be capable of meeting the special educational needs of young children with disabilities, ages three to five, and their families. This four-year project will produce 28 well-trained Early Childhood Special Education (ECSE) teachers who will be prepared to provide direct services to young children and their families in Florida and the nation. The principal objectives of the program are: to increase the number of African-American special education teachers; to offer an interdisciplinary preservice training program in the area of early childhood special education (ECSE) for students who are entering the field of education for the first time; and to prepare African American teachers with the expertise, knowledge, skills, and experience to serve as community leaders in the area of early childhood special education.

Method: The major elements of this interdisciplinary training program include education in typical and atypical child growth and development, working with families, early childhood curriculum, assessment and intervention with young children who have disabilities, and working with young minority children with disabilities in urban multicultural settings. Students have the opportunity to see these elements in practice during their field experience observation/participation for a minimum of 60 hours in a variety of multicultural sites serving young children with and without disabilities and their families. The students will also complete two full-time, six-week internships in two different centers serving young children with disabilities. Each trainee will provide direct service to a minimum of 12 young children and their families each year. After the second year of implementation, 168 young children with disabilities and their families will have benefited from this project. After the fourth year, 336 children and their families will have benefited. This project is supported by strong collaborative efforts from Florida Memorial College (a traditional black college), the School of Education and the Mailman Center for Child Development of the University of Miami (a minority institution), Dade County Public Schools (over 75% minority), and several private agencies serving young children.

Grant Number: H029E960082

Teacher Training

Project Director: Shanley, James
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Teacher Training
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406-768-5551

Beginning Date: 9/01/96
Ending Date: 8/31/00

Purpose: With this program, the Fort Peck Community College will offer special education professional development services to Indian adults on the Fort Peck Reservation in Montana. While 79% of students enrolled are Indian, only 11% of the teachers are of Indian descent. Therefore, there is a rural, cultural need for more professionals and paraprofessionals, especially Indian teachers, to meet the special needs of the Indian student.

Method: This project will offer educational opportunities for all eligible Indian adults earning their Associate and/or Bachelor of Science Degree in Special Education (a total of 16 in each degree program) on the Fort Peck Indian Reservation. Career education and counseling/guidance services will be provided to a minimum of 75 eligible Indian adults that want to enter a teacher preparation program. Trainees will develop basic knowledge and competencies needed to understand and serve students (ages birth to 21) from diverse cultures and languages.

Grant Number: H029E960085

Preparation of Minority Special Education Teachers for Inclusion and Multicultural Education

Project Director: Truesdell, Lee Ann
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Queens College
Flushing, NY 11367
718-997-5237

Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: The goals of this project are the following: 1) recruit minority graduate students for special education teaching; 2) implement a program that prepares special education teachers to teach culturally diverse children with disabilities in integrated settings; 3) increase the number of New York State-certified culturally diverse special education teachers with expertise in inclusive special education; 4) evaluate the implementation and outcomes of the special education teacher preparation program for inclusion and multicultural education; and 5) disseminate information about best practice in providing special education within integrated settings.

Method: The project will include: 1) tuition waivers provided by Queens College; 2) student stipends provided by federal funds; 3) a one-year internship in inclusive settings serving a culturally diverse student population; 4) courses in multicultural education, consultation and special education; and 5) a multifaceted recruitment plan directed at minority applicants. Twelve students per year will be accepted into the two-year, 34-credit graduate program. Within the four-year project, 36 students will complete their program of study, earning a Masters degree in Special Education and becoming eligible for New York State's cross-categorical certification in special education.

Grant Number: H029E970008

Project Zenith — Multicultural/Multimedia/Emphasis in Speech-Language Pathology

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San Jose, CA 95092-0139
408-924-1427

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This project is designed to educate two cohorts of bilingual graduate students (20 trainees each) in speech-language pathology for specialized training in the diagnosis and treatment of communicative disorders to work in the public schools in low income and limited-English-speaking communities. Included in the specialized training is coursework in bilingual and alternative assessment, instructional technology, and clinical practicum. They will assess and remediate children who represent culturally/linguistically diverse populations with speech-language and hearing disorders, helping to increase the children's ability to achieve in their performance.

Grant Number: H029E970015

Urban Special Education Teacher Preparation Program

Project Director: King, Diane
Kean College of New Jersey
Special Education Department
Morris Ave.
Union, NJ 07083
908-527-2327

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The goal of this collaborative project between Kean College and three urban, multiethnic districts in New Jersey is to increase the numbers of urban special education teachers who come from underrepresented groups; it will achieve its goal through a program of training and certification of teachers and paraprofessionals.

Method: The program will enhance existing initiatives and provide participants with financial assistance, tutoring, counseling, academic advisement, mentors, and other support services needed to ensure their success. The project expects to develop a collaborative model for successful identification, recruitment, selection, retention, and training of minority students in special education.

Grant Number: H029E970019

Personnel Preparation in Visual Impairment and Blindness

Project Director: Fazzi, Diane; Dote-Kwan, Jamie
California State University - Los Angeles
University Auxiliary Services, Inc.
5151 State University Dr.
Los Angeles, CA 90032
323-343-4400

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This project proposes to train 48 qualified professionals in the low-incidence field of visual impairment. Graduate level training of education specialists and related service professionals will help alleviate the severe shortage of professionals available to provide appropriate education and support services to infants, toddlers, children, and youth in California who are blind or visually impaired.

Method: The recruitment and training of individuals from traditionally underrepresented groups will be a priority for this project, and a special emphasis will be placed on preparing graduate students to be orientation and mobility specialists and teachers of children with visual impairments and to work with culturally and linguistically diverse urban populations. Program improvements will be developed and institutionalized in the areas of early childhood visual impairment, adaptive technology, and effective transitioning.

Grant Number: H029E970020

Project MODEL (Males of Diversity Exhibiting Leadership)

Project Director: McSwain, Arletha J.
Bethune Cookman College
640 Mary McLeod Blvd.
Daytona Beach, FL 32115-3099
904-257-9157

Beginning Date: 7/01/97
Ending Date: 6/30/01

Purpose: This project specifically targets and prepares African American men to teach and serve as role models for preschoolers with disabilities. It will address current and projected personnel preparation needs by advancing a training model for providing culturally and linguistically relevant education to preschoolers. More specifically, the project will address the critical shortage of African American males who serve as role models for these diverse preschoolers with disabilities and who also have the knowledge, skills, attitudes, and understanding to teach these children.

Grant Number: H029E970021

TSU — Schools Collaborative Professional Preparation Project to Enhance Special Education Teacher Training for Students Exhibiting Emotional and Behavioral Disturbances

Project Director: Aldrich, Sharon D.
Tennessee State University
Dept. of Teaching and Learning
3500 John A. Merritt Blvd
Nashville, TN 37209-1561
615-963-7263

Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: This program will increase the availability and quality of special education teachers prepared to serve students with serious emotional disturbances (SED) by adding a new area of concentration in SED to the special education programs at Tennessee State University. The project models a cross-disciplinary, strengths-based approach to teacher preparation through interdepartmental collaboration. Project philosophy, curriculum, and methods adhere to principles of school-linked, integrated services and supports that are based on a psychosocial approach to child development. Program components include a mentorship program for secondary students with SED; a parent co-instructor for a seminar on family perspectives; practica experiences in multiple settings; and preparation in prevention, early intervention, and direct instruction.

Grant Number: H029E970023

Preparing Urban Leaders for Special Education (PULSE)

Project Director: Evans, Susan
University of San Francisco
School of Education
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San Francisco, CA 94132
E-mail: evanss@usfca.edu

Beginning Date: 6/01/97
Ending Date: 5/31/01

Purpose: The PULSE (Preparing Urban Leaders in Special Education) Project proposes to prepare leadership personnel, with a priority on recruiting candidates from minority and bilingual populations, for a doctoral program in research and college teaching with an emphasis on urban, multicultural special education. It will provide financial assistance for doctoral candidates and it will implement a leadership training model which uses doctoral students to teach and supervise interns in a culturally diverse mildly/moderately handicapped master's degree program. Nine to twelve doctoral candidates will complete the four-year program leading to a Doctorate of Education and ten candidates will receive a master's degree for teaching culturally diverse mildly/moderately handicapped children.

Grant Number: H029E970024

Alternative Routes to Teaching: Project ART

Project Director: Evans, Susan
University of San Francisco
School of Education
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San Francisco, CA 94117
415-422-5892
E-mail: evanss@usfca.edu

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This project of the University of San Francisco School of Education proposes to train forty minority and bilingual paraeducators (instructional assistants and teacher aides) and noncertified substitutes to receive their special education (mild-moderate) credential and master's degree with an emphasis in urban multicultural special education.

Method: Interns will complete a two-year program using field-based training, instruction by urban education specialists, an integrated curriculum, case-based instruction, continuous supervision, and authentic assessment of outcomes. Interns will be team taught and supervised by special education faculty and doctoral students with bilingual, multicultural, and urban expertise. This personnel training program could serve as a state and national model for the training of paraeducators in urban multicultural special education.

Grant Number: H029E970027

Special Ed Teacher Preparation

Project Director: Webber, Jo A.
Southwest Texas State University
601 University Dr.
San Marcos, TX 78666
512-245-8389
E-mail: JW10@SWT.edu

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: Southwest Texas State University proposes to improve the Career Alternatives in Special Education Program, a two-year graduate program whose purpose is to alleviate the shortage of secondary special education teachers, especially minority teachers, by recruiting, training, and placing people seeking second careers, especially those separating from military ranks. The project intends to: improve recruitment strategies for second-career individuals, establish a selection process to determine long-term successful secondary special education teachers, offer additional training and certification in the areas of emotional and behavioral disorders and severe disabilities and autism, improve the quality of mentoring provided to interns during their induction year through inservice training, and encourage retention of teachers by offering regular support and information through electronic mail. It is expected that approximately 65 additional second-career teachers will enter the program as secondary special education teachers.

Grant Number: H029E970031

Project LIFE

Project Director: Westby, Carol E.
University of New Mexico
Center for Family and Community Partnerships
College of Education
Albuquerque, NM 87131-1231
505-277-6195
Fax Number: 505-277-9382
E-mail: mocha@unm.edu

Beginning Date: 8/15/97
Ending Date: 8/14/01

Purpose: The goals of Project LIFE are to: develop an educational program that will provide students from multiple disciplines with the competencies identified in the New Mexico Early Childhood Education Licence, and recruit and retain undergraduate students from culturally and linguistically diverse backgrounds majoring in regular education, special education, family studies, and communication disorders who will be prepared to enter professional graduate programs. Over the four year project, the University of New Mexico will be able to graduate at least 16 students from diverse backgrounds with the academic credentials necessary to apply to graduate programs. It will provide in-depth training in family-centered services for the students to become trainers of trainers. It will assist an additional 24 students in gaining the competencies necessary for early childhood licensure and will increase the numbers of professionals from non-dominant cultural populations.

Grant Number: H029E970036

Interdisciplinary Preservice Early Intervention Training of Related Services Personnel and Special Educators to Serve a Culturally Diverse Community

Project Director: Okada, Doris
California State University - Dominguez Hills
Research Foundation
1000 E. Victoria St.
Carson, CA 90747
310-243-3927
E-mail: vnokada@deltanet.com

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: The objective of this project is to implement high-quality, interdisciplinary preservice programs for the training of prospective teachers and related-services personnel, particularly those from minority groups or with target-language competency, to receive preservice training in early childhood special education; it has set out to retain all trainees throughout the program and into the first year of employment following training.

Method: The coursework includes hands-on, individualized, field-based practicum experiences at an infant/toddler development center, and model public and private programs in the community. Each trainee will be assigned to a mentor and, after completing the program, candidates will be eligible for a credential and a Master's degree in special education.

Grant Number: H029E970042

Training Multicultural/Bilingual Communicative Disorders Specialists

Project Director: Thile, Edmund
San Diego State University
Research Foundation
5250 Campanile Dr.
San Diego, CA 92182

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: The objectives of this project are to recruit and retain about 35 potential Spanish and other language-speaking students (adding to the number of students already in San Diego State University's Communicative Disorders Program) and to train them as speech-language pathologists, audiologists, and deaf educators for culturally and linguistically diverse children. During the course of the academic year, the students will each have individual educational plans that specify the language and culture courses in which they will specialize, and pre-clinical and clinical experiences will place the students in multiethnic settings in the community. Volunteer ethnically diverse professionals will serve as mentors for them. Graduate students will be involved in training and tutoring the undergraduate students and will serve as role models.

Grant Number: H029E970043

Special Educators for Culturally and Linguistically Diverse Learners with Disabilities

Project Director: Burstein, Nancy
California State University - Northridge
1811 Nordhoff St.
Northridge, CA 91330

Beginning Date: 7/01/97
Ending Date: 6/30/01

Purpose: This project addresses the critical shortage of qualified teachers from diverse backgrounds prepared to serve students with disabilities from culturally and linguistically diverse backgrounds. Graduating college seniors will be recruited to participate in model special education training programs in mild/moderate disabilities or early childhood education. Specific objectives include developing innovative recruitment strategies to attract students to post-baccalaureate programs from underrepresented groups.

Method: The program will be designed to provide crosscultural language and academic development (CLAD) through cross-curriculum competencies and to provide preparation in professional development schools that demonstrates exemplary practices with culturally diverse populations. During the second year of this program, students will obtain positions in Los Angeles schools as interns. This project expects to prepare sixty special education teachers in CLAD; twenty of these will be in early childhood, and forty in mild/moderate disabilities.

Grant Number: H029E970046

Recruiting and Training Minority Students into an Early Childhood Special Education Graduate Program

Project Director: Hurwitz, Brian; Juncker, Jo Anne
Jersey City State College
Department of Special Education
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Jersey City, NJ 07305-9809
201-200-3023
E-mail: bhurwitz@njcu.edu

Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: This project addresses the problem of recruitment of minority group teachers to work with minority children in special education programs for infants, toddlers, and young children. It will put into effect a plan to improve the quality of training of these candidates by developing an innovative and collaborative early childhood special education graduate program and recruiting 50 qualified minority students to participate in this new graduate program.

Grant Number: H029E970048

Holistic Education for the Advancement of Recreational Therapy in Schools (HEARTS)

Project Director: Wolff, Robert M.
Florida International University
College of Education
11200 SW 8th St.
Miami, FL 33199
305-348-2494

Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: This project proposes to train twelve bachelor-level therapeutic recreation specialists per year at Florida International University to respond to the unique needs of children and youth with disabilities in urban, multicultural settings in southern Florida and the nation. The project hopes to bridge the gap between professional preparation and service provision by providing the training in concert with public schools to promote the provision of recreational therapy services to children and youth with disabilities within the school environment. The HEARTS Project will provide a cadre of specially trained certified therapeutic recreation specialists to work within public schools to enhance educational objectives and skills to help integrate students with disabilities into the life of the community.

Grant Number: H029E970052

Training for Early Childhood Special Education/Teaching English to Speakers of Other Languages Masters' Degree

Project Director: Vaughn, Sharon; Rothlein, Liz; Hughes, Marie Tejero
University of Miami
School of Education
5202 University Dr.
Coral Gables, FL 33124-2040
305-284-3014
Fax Number: 305-284-3003
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Beginning Date: 8/15/97
Ending Date: 8/14/01

Purpose: The principle objectives of this program are: to prepare Master's level students to serve as highly skilled teachers of young children with disabilities, some of whom may be learning English as a new language; to strengthen the preparedness of teachers who are currently inadequately prepared for teaching children with disabilities, especially English language learners; and to prepare teachers pursuing regular early childhood certification, in identification, assessment, and intervention with young children who may have disabilities or come from homes where English is not the only spoken language.

Method: Major elements of this project include education in typical and atypical child growth and development, working with families, early childhood curriculum, assessment and intervention with young children who have disabilities, working with young diverse children in an urban multicultural setting, and a concentration of coursework in TESOL. Students will also complete many field-based experiences, including a full-time internship in a multicultural center for young children with disabilities.

Grant Number: H029E970056

Delivery of Speech Services to Minorities

Project Director: Acevedo, Mary A.
Our Lady of the Lake University
411 SW 24th St.
San Antonio, TX 78207-4689
210-434-6711
E-mail: acevm@lake.ollusa.edu

Beginning Date: 7/01/97
Ending Date: 6/30/01

Purpose: This project builds on a previous project to improve services in speech-language pathology to culturally and linguistically diverse populations, particularly Mexican-American children from infancy through secondary school. It also intends to increase the number of professionals knowledgeable about language acquisition, assessment, and intervention with these populations, and to increase the number of Spanish-speaking individuals trained as speech-language pathologists.

Grant Number: H029E970057

Project Excel: Training Special Education in Inclusive Settings

Project Director: Carver, JoAnne Y.
Hampton University
Dept. of Education
East Queen St.
Hampton, VA 23668
757-721-5178

Beginning Date: 8/15/97
Ending Date: 8/14/01

Purpose: This project proposes to train 64 preservice special education personnel from minority backgrounds in the area of serious emotional disorders. It places emphasis on the preparation of minority teachers to serve in school-based or site-based leadership roles designed to facilitate the transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: The project will identify, recruit, and retain culturally diverse special and regular education teachers in a master of the arts program. Personnel will be trained in providing transition services assistance from school to postsecondary settings; classroom management strategies for students with severe behavior problems in inclusive settings; use of authentic and other developmentally appropriate assessment techniques; use of classroom technology; promotion of research development activities; and development and maintenance of parent-school-university collaborative partnerships.

Grant Number: H029E970058

Stone Child College Minority Institutions Teacher Training Program

Project Director: Small, Robert
Stone Child College Federal Programs
RR1 Box 1082
Box Elder, MT 59521-1082
406-395-4313

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The purpose of this project is to provide advanced training for Chippewa Cree personnel serving infants, toddlers, children, and youth with disabilities. It intends to eliminate the national, state, and regional shortages of qualified American Indian special education professionals and paraprofessionals. It will recruit and retain American Indians in special education at three levels: the associate (at Stone Child College); the bachelor (a distance learning program with the University of Great Falls); and the master (through Montana State University). Through these programs the project will develop in each student the basic knowledge and competencies needed to understand and serve American Indian disabled students.

Grant Number: H029E970065

Preparation of Teachers for Learners with Severe Disabilities Including Deaf-Blindness from Diverse Urban Populations

Project Director: Silberman, Rosanne
City University of New York - New York
695 Park Ave.
New York, NY 10021
212-772-4740
E-mail: rosanne.silberman@hunter.cuny.edu

Beginning Date: 9/01/97
Ending Date: 8/31/01

Purpose: This project, a Master's Degree program at Hunter College (CUNY), is a response to the critical shortage of preservice training programs to prepare teachers of children with severe disabilities, including those with deaf-blindness, within the diverse populations of New York City. The project will be a collaborative effort between special and general education to improve the quality of learning and to increase educational opportunities and standards for all learners. The program will include a competency-based model of coursework for the graduate students; a new methods course that is team-taught by faculty from bilingual, general, and special education; practicum experiences with culturally diverse learners who have a range of severe disabilities; on-site observations by the faculty field supervisor; and the establishment of partnerships with families in the practicum component. A total of sixty graduate students will be prepared to teach the targeted low-incidence population; intensive recruiting efforts will be made to enroll students from racially, culturally, and ethnically diverse groups.

Grant Number: H029E970067

Training Minority Speech-Language Pathologists to Work with Communicatively Disordered Who are Victims of Substance Abuse

Project Director: Screen, Robert M.
Hampton University
Department of Education East Queen St.
Hampton, VA 23668-0099
757-727-5431

Beginning Date: 6/01/97
Ending Date: 5/31/01

Purpose: The project addresses the shortage of speech-language pathologists, particularly minorities, in providing speech, language, and hearing services to infants, toddlers, and preschool children, with a special focus on those who are victims of substance abuse or African American children born in the inner city. The project provides for recruitment and financial assistance for seven graduate students each year for four years. The students will study informational materials about substance abuse in their courses and workshops. A strong effort will be made to recruit students from linguistically diverse populations into the undergraduate program in communicative sciences and disorders at Hampton University. At the end of the program, the students will have acquired competencies in the identification, assessment, and treatment of infants, toddlers, and preschool children from the targeted population.

Grant Number: H029E970068

Lakota Early Childhood Project

Project Director: Medearis, Cheryl
Sinte Gleska University
2nd and Lincoln Marcus Building
Mission, SD 57555-0008
605-856-2326

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This program will train teachers of Native American background for endorsement in early childhood special education in a rural reservation area. The project would afford accessible education needed by persons directly affecting young children and their development.

Method: Because the program is a collaboration between students on a reservation and the university affiliated program at the University of South Dakota, the trainees do not have to wait for the program of study to be developed and the faculty on the reservation can work within their own setting and contribute their particular strengths. At the end of the four-year project, the tribal institutions will have a proven set of courses infused into their system and available to the reservation communities, assuring the development of minority early childhood special education professionals for the future.

Grant Number: H029E970073

Minority Assistance and Pacific Partnerships (Project MAPP)

Project Director: Robinson, Nancy; Ah Sam, Anna
University of Hawaii
Affiliated Programs
2530 Dole St. Sakamaki D200
Honolulu, HI 96822
808-956-3164

Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: The proposed project, building on the successful development and demonstration of Project MAI (Minority Assistance Institute), is designed to assist students of underrepresented ethnic minority backgrounds to complete bachelor's degrees in special education in related services careers to serve children and youth with disabilities. Students who participate in the program will have three options: an undergraduate major in disability studies, an undergraduate minor in disability studies that is integrated with a traditional degree program (such as nursing), or a graduate minor in disability studies. The interaction of undergraduate and graduate students within the same cohort is planned to increase formal and informal opportunities for peer mentorship and support. The project should support a total of 50 students of minority backgrounds to complete bachelor's and master's degrees with a focus on disability studies.

Grant Number: H325E980007

Recruitment of Minority Special Educators for Coppin's Non-Categorical Degree Program

Project Director: Taylor, George
Coppin State College
Division of Education
2500 W. North Avenue
Baltimore, MD 21216-3698
410-383-5960

Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This project will train 40 minority special ecudation teachers over a four-year period in Coppin State College's non-categorical mildly-moderately disabled degree program.

Method: Upon completion of the degree program, trainees will demonstrate competencies and skills taht will enable them to teach the mildly intellectually limited, learning disabled, and emotionally disturbed, in elementary and middle school grades. Participants will gain experience in communicating and collaborating effectively with mainstream teachers in order to promote the full inclusion of individuals with disabilities in the least restrictive environment.

Grant Number: H325E980009

Little Big Horn College Minority Institutions Training Program

Project Director: Pretty On Top, Janine
Little Big Horn College
Dean of Student Services
PO Box 370
Crow Agency, MT 59022
406-638-7211

Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: The purpose of this project is to provide a viable teacher training program at the associate degree level at Little Big Horn College with an emphasis in special education; it is being coordinated with a distance learning program at MSU-Billings at the bachelor degree level, and with Montana State University at the master's degree level.

Method: Special education professional and paraprofessional personnel trainees will be recruited from students of American Indian descent. In all 24 Native Americans will be trained at the associate, bachelor, and master's degree levels. Internal and external evaluation procedures will be conducted on a formative and summative basis each year. The distance learning component of the project will operate with a combination of video and audio feeds, interactive computer networking, and video-taped lectures.

Grant Number: H325E980018

Retraining of Teachers for Competencies in Special Physical Education

Project Director: Joseph, Daniel P.
Coppin State College
Division of Education
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410-383-5960
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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: In this project, physical education teachers currently working in the Baltimore area public schools will be retrained to meet Maryland's need for teachers with competencies to meet the individual needs of students receiving special education services. Trainees will participate in the Master of Education in Special Education: Teaching Adapted Physical Education degree program, intended to increase the quantity and improve the quality of special education personnel to meet the unique needs of infants, toddlers, children, and youth with disabilities in Baltimore's urban schools.

Method: Developed with extensive involvement of parents of children with disabilities and SEA personnel, trainees will participate in mentorship/retention activities in support of their progress toward a master's degree. This new preservice training project will support and graduate 45 teachers (15 per year) of adapted physical education with the competencies to meet the unique needs of students at all levels.

Grant Number: H325E980020

Training Haitian Teachers for an Early Childhood Special Education/Teaching English to Speakers of Other Languages

Project Director: Rothlein, Liz
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School of Education
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Beginning Date: 5/01/98
Ending Date: 4/30/02

Purpose: The focus of this project is to improve the quality of personnel preparation in Florida and in the nation by supporting students of Haitian background to participate in a master's degree program which meets the needs of training quality personnel to work in the field of early childhood special education (ECSE) while also providing training in teaching English to speakers of other languages.

Method: This four-year project will support 38 students to become qualified ECSE teachers who will not only be prepared to provide direct services to young children and their families, but who will be trained to meet the needs of children who are English Language Learners. The program will be interdisciplinary with an emphasis on working with three to five year old children with disabilities who may come from homes where English is not the primary language. Students will be trained in identification, assessment, and intervention techniques for the target population. An emphasis will be placed on recruiting qualified minority students (primarily from the Haitian community) with certification in education who are committed to teaching young, limited-English proficient children with special needs.

Grant Number: H325E980021

Special Education Teacher Preparation for Work in Continuation and Court Ordered School Settings

Project Director: Denti, Lou
San Jose State University
PO Box 720130
San Jose, CA 95172
408-924-3703

Beginning Date: 8/25/98
Ending Date: 8/24/02

Purpose: To meet the increasing demand for special education teachers in alternative settings, this project will establish a program to prepare minority and bilingual special education teachers to work with students with mild-moderate disabilities, from diverse ethnic and linguistic backgrounds, who are placed in alternative education settings.

Method: This project will recruit and prepare special education teachers to improve students' literacy and academic skills, social, emotional, and behavioral skills, their re-entry into the community, regular school, or work, and incarceration cultures and environments. Training includes hands-on experience in model alternative schools in open and in locked facilities.

Grant Number: H325E980027

Project PACE (Preparing All Cultures Educationally)

Project Director: McSwain, Arletha
Bethune Cookman College
640 Mary McLeod Bethune Blvd.
Daytona Beach, FL 32114-3099
904-257-9157

Beginning Date: 6/01/98
Ending Date: 5/31/02

Purpose: This project will address current and projected personnel preparation needs by advancing a training model for providing culturally and linguistically relevant education to children with disabilities, focusing particularly on African American and Hispanic teachers.

Method: It is anticipated that 60 African American and Hispanic preservice teachers will be recruited and trained by the end of this four-year project. An advisory board representing these minority groups will assist the project in recruitment, retention, mentoring, and employment of the trainees. Training competencies and materials will be developed by faculty and nationally recognized consultants in culturally and linguistically relevant competencies for children with disabilities.

Grant Number: H325E980029

Project Lengua2: Preparation of Bilingual Speech-Language Pathologists to Serve Hispanic Pediatric Populations

Beginning Date: 8/16/98
Ending Date: 8/15/02

Project Director: Wright-Harp, Wilhelmina Y.
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Purpose: This is a new project designed to recruit and prepare Spanish/English bilingual students to become speech-language pathologists to serve a rapidly growing Hispanic population of infants, toddlers, children, and youth with communication disorders. It addresses the shortage of bilingual speech-language pathologists in the Washington metropolitan area by providing a pool of professionals with specialized training in bilingualism and it will work to improve the delivery of services to Hispanic infants, toddlers, children and youth, many of whom are limited English proficient (LEP) and have speech and language disorders.

Method: The project's curriculum will include courses on bilingualism, language acquisition in bilingual populations, and assessment and treatment of bilingual populations. An additional component will consist of clinical practica with bilingual infants, toddlers, children, and youth who are LEP. Students in the program will learn assessment and therapeutic strategies appropriate for use with bilingual children and youth with speech-language disorders. The plan is to recruit and support 12 students. At the conclusion of the program, graduates will be fully credentialed professionals with a knowledge of cultural and linguistic diversity with a specialization in bilingualism.

Grant Number: H325E980031

Project RICO: Realizing Individual Competence through Cognitively Rich Environments

Beginning Date: 8/01/98
Ending Date: 7/31/02

Project Director: Velasquez, Diane T.; Ortiz, Leroy
University of New Mexico
College of Education Hokona Hall 282
Albuquerque, NM 87131
505-277-9098

Purpose: Project RICO (Realizing Individual Competence in Cognitively Rich Environments) is designed to address the need for special education teachers who are familiar with second language acquisition and acculturation, and who are bilingual. It will prepare teachers of culturally and linguistically diverse exceptional students in an improved bilingual/multicultural special education program.

Method: Two cohorts of 25 graduate level students will be recruited who wish to be certified or obtain master's degrees in special education with specialized knowledge of bilingual education and English as a second language. Two cohorts of five master teachers will be recruited whose practices are exemplary in the same areas as above, as well as in math and science education. Students will be taught specialized knowledge and skills in second language acquisition and ESL, as well as special education and the core curriculum.

Grant Number: H325E980035

Project Access: Training of Personnel to Provide Services to Culturally and Linguistically Diverse Children with Speech, Language and/or Hearing Problems

Project Director: Guillory, Barbara L.; Seibert, Marilyn A.
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Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: Project Access was designed to address the underrepresentation of persons trained to meet the speech, language, and hearing needs of children from culturally and linguistically diverse background. The undergraduate and graduate programs in speech-language pathology at Southern University are committed to recruiting and training students from diverse cultural groups, particularly African American.

Method: Project Access will serve as a bridge between the undergraduate and graduate programs by providing financial support to and training for 8 seniors and 16 graduate students. The seniors will receive bachelor's degrees and will transition as first year graduate students. The first cohort of 8 graduate students will receive master's degrees the first years, and another 8 the second. Academic support and mentoring by project administrators will ensure that quality preparation will be the focus of this project.

Grant Number: H325E980037

Pacific Partnerships in Disability & Diversity Studies

Project Director: Stodden, Norma Jean H.
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Center on Disability Studies/HUAP
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E-mail: stodden@hawaii.edu; www.cds.hawaii.edu

Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: The purpose of this training program is to support leadership trainees (post-master's, doctoral, and post-doctoral students) at the University of Hawaii at Manoa to complete disability and diversity studies as an integral part of doctoral studies in Education, Social Work, Psychology, and Public Health. The project plans to institutionalize a formal graduate certificate program in interdisciplinary disability and diversity studies for post-master's and doctoral students.

Method: Students, particularly those from indigenous ethnic groups, will be recruited in Hawaii and the Pacific Basin at the post-master's and doctoral levels to develop leadership skills for program improvement for children and youth with disabilities, to help build local capacity for services with underserved and unserved children and youth with disabilities. The dual focus of the program will be to increase leadership personnel to implement program improvement and to infuse cultural competence in services for children and youth with disabilities. The program is planned to be implemented by the University of Hawaii with an interdisciplinary faculty in disability studies and will feature mentoring and cross-cultural exchange activities in addition to the core seminars, research, and internship experiences.

Grant Number: H325E980039

Training Culturally Competent Professionals (TCCP) to Deliver Services to Children and Youth with Disabilities

Project Director: McIntosh, Angela
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757-727-5337

Beginning Date: 6/01/98
Ending Date: 5/31/02

Purpose: This proposal supports the recruitment, training, and retention of minority special education teachers through internship experiences coordinated by the Children's Diagnostic and Remediation Clinic and cooperating local education agencies. The project is characterized by combingin rigorous clinically based coursework, personal/professional development, and family/community involvement with training in transdisciplinary teamwork and cultural competence.

Method: The project prepares students to address critical educational issues by training preservice professionals who are particularly responsive to the needs of the whole child. The project will be managed through Hampton University's Department of Education and will offer financial support to at least 13 preservice interns each year. Students will be recruited from the community and a variety of undergraduate programs and will earn a Master's in Teaching that qualifies them for dual licensure in learning disabilities and emotional/behavioral disorders.

Grant Number: H325E980042

Cross-Cultural and ESL Preparation of Special Educators

Project Director: Cegelka, Patricia
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Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: The purpose of this project is to increase the number of fully certified special education teachers who are specifically prepared to work with ethnolinguistically diverse students with disabilities.

Method: The project will recruit, support, and prepare a total of 63 fully certified special education teachers from diverse backgrounds who will participate in a program of study leading to a special education teaching credential, the state's Cross-Cultural Language and Academic Development Certificate. The project will recruit and admit students from the range of ethnic, racial, and linguistic groups in Southern California and will give priority to applicants who are proficient speakers of a language other than English. In addition to the preparation of 63 special education teachers, the project will implement, document, evaluate, revise, and disseminate a replicable model for the recruitment of diverse students into special education careers.

Grant Number: H325E980050

Training Doctoral Level Leaders in Deaf Education

Project Director: Moulton, Robert
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Beginning Date: 9/15/98
Ending Date: 9/14/02

Purpose: This project of Lamar University continues a project training educators in deaf education at the doctoral level, specifically recruiting potential leaders who are themselves deaf and/or from minority backgrounds. It addresses a national shortage of doctoral-level leaders to meet the need for faculty positions in teacher training programs or for administrative posts in programs serving deaf youths.

Method: The objectives of the Deaf Studies/Leadership Project are: to develop a new component of the existing doctoral program; to recruit potential doctoral leaders, particularly those who are deaf and/or from minority backgrounds; to carry out the new doctoral program component by offering coursework as well as professional seminars centered on criticial issues; to evaluate the program; and to disseminate project findings and results of applied research.

Grant Number: H325E980051

Distal-based Preparation of Educational Diagnosticians Serving in Bilingual Contexts

Project Director: Hausman, Ralph
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956-982-0265

Beginning Date: 9/01/98
Ending Date: 8/30/02

Purpose: This project is designed to implement a distance learning approach to the training of certified, practicing teachers serving in bilingual, rural settings who are interested in becoming qualified educational diagnosticians.

Method: The project combines several distance learning approaches, involving Internet-based conferencing in parallel with computer-based, multimedia learning modules, and supplemented by CD-ROM-based independent study units, field supervised and individually mentored practica, as well as campus-based summer training institutes. Trainees will consist of bilingual, practicing teachers studying for a Master's degree as well as a generic special education teaching certificate and an educational diagnostician certificate.

Grant Number: H325E980055

Preparation of Leadership Personnel in Low Incidence Early Childhood

Project Director: Klein, Diane; Best, Sherwood
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323-343-4400

Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: This project in the area of low incidence early childhood special education (LIECSE) of California State University, Los Angeles, takes advantage of existing partnerships between that university and two others in the L.A. area and the unusual capacity in the field of LIECSE. The project will support recruitment and training of 20 candidates in a doctoral training program in special education with an emphasis in LIECSE, particularly those who come from minority backgrounds.

Method: Doctoral coursework will be given in general special education and individual program planning will ensure breadth across low incidence disabilities and early childhood special education. Advanced low incidence research practica will be directed and supervised collaboratively by faculty from the three campuses. Dissertation research should address a major educational or early intervention issue related to infants and young children with low incidence and multiple sensory disabilities. A total of 20 students will receive support from the program.

Grant Number: H325E990001

Project LEAD: Leadership for Educators Amidst Diversity

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The project seeks to provide a master's degree in Collaborative Teaching (Special Education) to 30 Birmingham Public School (BPS) teachers, who will then earn certification in Educational Leadership to serve as leaders in the BPS to meet the complex needs of urban, culturally diverse students with disabilities and who are at risk. The project will provide a vital personnel pool with a comprehensive understanding not only of special education, but also educational administration.

Method: The project will prepare nine school-based teams (comprised of parents, administrators, general educators, special educators, paraprofessionals, related service personnel, and community agency personnel) in the area of literacy. Literacy programs will then be implemented at the school, home, and community levels, thereby providing a comprehensive approach to meeting the critical literacy needs of BPS children. A "trainer-of-trainer" model integrated into the project design will prepare school-based teams to use project-developed training modules to prepare and implement action plans for literacy programs in their schools. The project will disseminate training modules to urban settings throughout the state, region, and nation.

Grant Number: H325E990012

Restructuring North Carolina Distance Education Partnership

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The North Carolina Distance Education Project operates a statewide distance education program designed to significantly increase the annual production of qualified and certified teachers of Specific Learning Disabilities (SLD) and Behaviorally and Emotionally Handicapped (BEH). Through this project, Elizabeth City State University will expand the North Carolina Distance Education Project to include four additional state universities that serve predominantly minority populations of students: Fayetteville State University, North Carolina Central University, North Carolina A & T University, and Winston-Salem State University. The project intends to increase the number and percentage of minority teachers certified in SLD and BEH and to improve services for minority students with SLD and BEH.

Method: This project will prepare 100 newly certified teachers in SLD and 40 newly certified teachers in BEH by the end of the fourth year of the project, and it will establish and field test a multimedia system of distance education training and education which includes video, sound, and graphics. The project will use a competency-based, mastery learning approach to teacher education that will employ a portfolio evaluation system, mentor teachers, and classroom observations to measure demonstrated competencies. Courses and experiences will be delivered through distance and distributed education using of the World Wide Web, interactive multimedia instruction and resources, and interactive instructional strategies.

Grant Number: H325E990028

Sharing Teacher Education Programs Successfully (STEPS)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will recruit, retain, and graduate 30 African-American and Hispanic preservice teachers in order to improve the outcomes of all children with disabilities, especially those who are culturally and linguistically diverse. A partnership of Florida Agricultural and Mechanical University, Bethune-Cookman College, and the University of South Florida's St. Petersburg Campus has been created that will result in reducing the gap between the quantitative and qualitative need for these teachers and their supply.

Method: This partnership, involving two Historically Black Colleges and Universities (HBCUs) and an urban institution with a large minority enrollment, represents the first attempt of its kind to pool the strengths and resources of these three universities for the purposes of educating and certifying special education teachers who are members of groups that have been traditionally underrepresented based on culture, race, and linguistic diversity. Students will complete requirements for certification in either varying exceptionalities or learning disabilities. The partnership embraces best practices in recruitment and retention, collaboration, technology, curriculum development and instruction, pedagogical advances, and applied research.

Grant Number: H325E990030

Project IMPACT

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Beginning Date: 8/16/99
Ending Date: 8/15/03

Purpose: Rapid growth in the number and diversity of children with mild/moderate disabilities in Louisiana has resulted in an increasing demand for more qualified teachers of students with mild/moderate disabilities from traditionally underrepresented groups. Project IMPACT is an undergraduate preservice minority personnel preparation program in Special Education that leads to the B.A. degree in Special Education with emphasis in mild/moderate disabilities. Its goal is to provide an intensive training program that reflects current pedagogical knowledge from research, with emphasis on culturally sensitive instructional practices.

Method: Project IMPACT provides field-based practicum experiences and utilizes innovative and dynamic efforts to recruit African-Americans (particularly males) and other culturally diverse students, including students with disabilities. Project IMPACT, during its four-year duration, will mentor, train, and prepare 28 participants with the knowledge, competencies, skills, and experiences to work effectively with children with mild/moderate disabilities from culturally divergent backgrounds. The project will set up an Instructional Learning Center so that students will acquire skills in the use of technology and be better prepared to meet the challenges of the 21st century. Project IMPACT will be housed in the Institute for the Study and Rehabilitation of Exceptional Children and Youth at Southern University-Baton Rouge, which is one of the largest land-grant Historically Black Colleges and Universities in the country.

Grant Number: H325E990033

Project Peers: Recruiting and Training Bilingual Students into a Full-Time Bilingual Special Education Graduate Program

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: Project Peers will develop a new collaborative bilingual special education graduate program, and will recruit and train 48 bilingual educators to serve Hispanic-American and other bilingual students with special learning needs, especially those with learning disabilities and mild behavior disorders.

Method: The program model and program of study use the "cohort" model, where students go through an intensive full year of graduate study as a group and develop strong peer support. The program involves intensive field experiences, strong teacher mentor and faculty mentor support, and "enrichment" meetings to allow group reflection and problem solving. The program of study is based on interdisciplinary professional preparation which combines resources from the Department of Special Education, the Bilingual Program within the Multicultural Center, and the Department of Literacy Education.

Grant Number: H325E990034

The Minority Scholars Program

Project Director: Ross, Sylvia
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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Bank Street College will prepare 20 minority graduate students to become credentialed teachers of children and youth with disabilities in the New York City Public Schools. This project will provide funding for scholarships covering 70% of tuition for 20 minority graduate students who would otherwise be unable to attend Bank Street College and for special supports to retain and support those students. In immediate terms, the project will increase the diversity of Bank Street's student population; ultimately, it will increase the number of African-Americans and Hispanics prepared to teach culturally and linguistically diverse children and youth with disabilities in the New York City Public Schools.

Method: The comprehensive Special Education Teacher Preparation Program at Bank Street College combines theoretical and practical coursework in addition to one full year of supervised fieldwork in New York City schools teaching children and youth with disabilities. Bilingual Special Education is integrated into the Special Education Program. A special emphasis throughout the program focuses on working effectively with parents, with multidisciplinary teams, and with colleagues teaching in inclusive classrooms. In Years 1 and 3 of the four-year project, ten graduate students will be admitted to a two-year program that will prepare them to receive master's degrees and the New York State Certification in Special Education.

Grant Number: H325E990036

Training Bilingual Specialists in Speech Language Pathology for LEP and BEP Children with Communication Disorders

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: The Department of Communication Sciences and Disorders at Howard University will train bilingual specialists in speech-language pathology to serve the growing number of children with disabilities from less populous linguistic groups. While the nation's schools continue to need bilingual speech-language pathologists to work primarily with Hispanic and Asian populations, some school districts report that their children speak more than 100 different languages. This project has the potential to become a new model for training to address the dire and diverse need for bilingual specialists in speech-language pathology.

Method: Bilingual professionals will be trained to serve children in the same linguistic population who are classified as Limited English Proficient (LEP). Monolingual professionals will similarly possess the requisite knowledge and clinical skills to serve children who possess some knowledge of English and who are classified as Bilingual English Proficient (BEP) and have communicative disabilities in both languages. The project emphasizes the affective, cognitive, and behavioral qualities needed by professionals who serve bilingual populations. Training provided by this project will focus on cultural knowledge and sensitivity, academic training on issues related to bilingualism, clinical training with bilingual populations, and linguistics and ethnography training. Monolingual students will select a population with which to become bilingual specialists. The project will utilize formal and informal as well as traditional and nontraditional pedagogical methods.

Grant Number: H325E990039

Alula: Regional Communicative Disorders Bachelor of Arts Degree Collaborative Project of Two Minority Institutions

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This project will build capacity to address the shortage of trained individuals to meet the educational and related service needs of individuals with communication disorders in Guam, the Commonwealth of the Northern Marianas Islands (CNMI), and the U.S. Freely Associated States in Micronesia. Alula means to "hurry" in Chamorro, the indigenous language of Guam. This word underscores the great need to speed up the opportunity for regional bilingual and minority personnel to be trained in communicative disorders so that they may address the needs of children with speech and language delays who are currently unserved or underserved.

Method: This project addresses the critical shortage of speech and hearing clinicians available in the western Pacific by supporting 17 minority individuals, many of whom are bilingual, in a Bachelor of Arts program in Communicative Disorders. The project will develop a coordinated, culturally relevant program in Communication Disorders and Sciences for the Pacific through collaboration with San Jose State University and the University of Guam. Project Alula will support two cohorts of undergraduate students: the Guam Cohort, consisting of ten students, and the Regional Cohort, consisting of seven students, one from each island group. Students recruited into the program are expected to complete a Bachelor of Arts degree in Communicative Disorders from San Jose State University in collaboration with courses from the University of Guam.

Grant Number: H325E990046

Preparing Early Intervention Specialists for Service in Language Diverse Communities

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Beginning Date: 7/16/99
Ending Date: 7/15/03

Purpose: The Division of Counseling Psychology and Education at Santa Clara University will develop a program to recruit, retain, and prepare persons from language-diverse communities to serve as early intervention specialists. The project will also be creating ethnically diverse professional role models.

Method: The project will offer a minimum of 40 students from language-diverse communities the opportunity to participate in a Master's Degree/Early Childhood Special Education Credential program specially developed to offer emotional, academic, and financial support. In addition, the project will recruit a minimum of 20 students from related disciplines who will have the opportunity to complete the core of the early intervention program, enabling them to obtain the California state-sponsored Early Childhood Special Education Certificate. An extensive on-campus and off-campus mentoring program will draw on the interest and expertise of a variety of community parents and professionals along with former alumni from language-diverse communities. Faculty will participate in workshops designed to enhance their ability to effectively meet the needs of college students whose primary language is not English. The community will be invited to participate in teacher-translator workshops in an effort to improve services to all children and families from language-diverse communities.

Grant Number: H325E990052

Rural Tribal College Reservation Dual State-Based Special Education Personnel Preparation Model

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Beginning Date: 6/01/99
Ending Date: 5/31/02

Purpose: This project aims to prepare 15 special education teachers every two and one-half years to serve in rural North Dakota and South Dakota. The project addresses a critical teacher shortage in rural areas and is designed to make training accessible and affordable to teachers and students in rural isolated areas, particularly the Standing Rock Indian Reservation.

Method: In order to achieve its goals, the project will: 1) recruit, retain, and graduate teachers in rural North Dakota and South Dakota to serve children and youth with disabilities; 2) provide a special education curriculum sensitive to Native American culture and traditions; 3) provide practical training experiences including student teaching, service learning, and mentoring; 4) provide a four-year degree in collaboration with Sinte Gleska University; and 5) and disseminate program information through presentations and publications.

Grant Number: H325E990055

Dull Knife Memorial College Preparation of Personnel in Minority Institutions Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will increase the capability of the Dull Knife Memorial College to provide training in all areas of special education serving preschool children to high school students with disabilities. It will provide advanced training for American Indian personnel serving infants, toddlers, children, and youth with disabilities, thus helping to eliminate the national, state, and regional shortage of qualified American Indian special education professionals and paraprofessionals.

Method: The project will train 24 paraprofessional and professional minority personnel in special education during the project period and place these personnel in special education positions on and near the Northern Cheyenne Reservation. The program will train eight special education teacher assistants at the associate's degree level, two teachers at the bachelor's degree level, and two teachers at the masters degree level between 1999-2003. It is expected that four of the eight teacher assistants training in 1999-2001 will matriculate to Montana State University-Billings (a four-year institution) and complete their Bachelor of Science Degree in Education and Certification in Special Education (double major). Between 2001-2003, another six students will enter the paraprofessional training program as well as two students at the Masters of Science degree level.

Grant Number: H325E990062

Preparation of Personnel in Communication Disorders

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: Jackson State University will prepare individuals from underrepresented backgrounds to work with children with communicative disorders. The project will be implemented by the University's recently established Department of Communicative Disorders, which offers a Master of Science degree program in Communicative Disorders. This project addresses the severe shortage of qualified speech-language pathologists, especially minority speech-language pathologists throughout the U.S. and specifically in Mississippi.

Method: The Master of Science program in Communicative Disorders at Jackson State University will recruit ten minority students each in the first and second years, and 15 minority students each in the third and fourth years of the project. Students will be provided full tuition, a stipend, and an allowance for books. They will be monitored closely and will be provided appropriate support services such as peer tutoring, assistance in improving writing skills, and/or reading comprehension. Students will participate in professional activities such as a national convention and workshops, and will discuss issues with nationally known minority speech-language pathologists.

Grant Number: H325E990063

ACCESS: Preparation of Southern Colorado and Northern New Mexico Personnel to Teach Students with Mild to Moderate Disabilities

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: The ACCESS program (A Colorado Consortium for Equity in Special Education Services) will work to increase the number of special education personnel in rural southern Colorado and northern New Mexico as well as the number of bilingual, bicultural, and culturally sensitive special education teachers in southern Colorado and northern New Mexico. It will develop a permanent delivery system and a special education master's program that replaces outmoded and inherently inequitable site-based programs, in order to better serve a large population of traditionally underserved students: Hispanics, Native Americans, and recent immigrants.

Method: The ACCESS program is a distance education program with summer sessions, and it will be accessible to all teachers and school systems in the Colorado/New Mexico target area regardless of geographic isolation and financial resources. This four-year project will allow two cohorts of 22 teachers each — particularly those who are bilingual — to earn a master's degree in Special Education with Colorado and New Mexico licensure in the categories of mild and moderate needs.

Grant Number: H325E990067

South Carolina State University Interdisciplinary Preparation Program: Special Education Training for Leadership Personnel

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: This project will recruit and prepare individuals from underrepresented groups, including individuals with disabilities, into the Ed.S. and/or Ed.D. degree programs in Educational Leadership with a concentration in special education administration, leading to principal and superintendent certification. Individuals who complete this concentration and are not certified in special education will become certified in the area of learning disabilities.

Method: This interdisciplinary program will prepare personnel at the advanced graduate and doctoral levels to administer, enhance, and provide services for children with disabilities. It will provide interdisciplinary training (educational administration and special education) for leadership personnel, including administrators, supervisors, and principals, whose work affects early intervention, educational, and transitional services for children with disabilities. Over the four years, the project will increase by at least 60 the number of underrepresented leadership personnel, including individuals with disabilities, who are prepared to administer special education programs in schools with high minority populations. It will improve the competencies of those currently employed in administrative positions and increase the number of leadership personnel certified both in educational administration and special education. The project will also establish a tri-state networking system for individuals who complete the special education administration concentration.

Grant Number: H325E990070

Project WIN-WIN Approach to Teacher Preparation: Meeting The Needs of Minority Students with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The WIN-WIN Approach to Teacher Education will recruit and train quality special educators for ethnically diverse special education students in a two-year internship model. The project title promises a "WIN-WIN situation" in which all participating partners benefit from this collaborative endeavor.

Method: The project will recruit and financially support 40 participants annually and provide state certificates in cross-cultural or bilingual specializations. Participants may complete the program as full-time students or interns. Many of the successful components of a past internship program, Project WIN, have been integrated into the design of the program. These components include: an internship training model, partnerships with local school districts, collaborative support by university and district personnel, writing of an Intern Development Plan with the principal, observational feedback, and an internship council that participates in ongoing program design and evaluation.

Grant Number: H325E990071

FSM Special Education Teacher Training Initiative (SETTI)

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: The SETTI project will work to improve instructional outcomes and educational opportunities for children with disabilities in the Federated States of Micronesia (FSM), by increasing the skills of general education teachers and special education teachers to provide high-quality instruction for children with disabilities, and by increasing capacity within the College of Micronesia-FSM (COM-FSM) to provide high-quality teacher training in the area of special education, through an innovative collaborative distance education partnership with the San Diego State University (SDSU) Interwork Institute.

Method: The SETTI project will provide a core of four courses in the area of special education for incumbent general education and special education teachers. There will be a total of 20 participants at each site, for a total of 80 teachers trained per project year. The courses will be repeated each project year for a total of 320 teachers completing the 12 semester hours of course work. During each semester of the program, one section of each course will be delivered with a cohort of ten students receiving instruction via distance education and one cohort of 25 students receiving the course via a traditional delivery model. This unique and innovative project design will utilize the distance education and special education faculty expertise of SDSU to partner with COM-FSM in the delivery of special education courses. About 95% of the participants will complete either the requirements for an AA degree and full teacher certification or the requirements for a third-year certification endorsement in the area of special education.

(84.029G and 84.325G)
Preservice Personnel Training

Grant Number: H029G960223

Grants for Preservice Personnel Training

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Beginning Date: 1/01/97
Ending Date: 12/31/00

Purpose: In response to the shortage of trained personnel to work with adolescents and children with behavior disorders, the project will train 20 Master's students (15 full-time students and 5 part-time students) in Behavior Disorders and Transitions. The program is designed to upgrade skills of certified teachers by providing specialized training on teaching methods and on coordinating the multiplicity of services needed to support the students both within and outside the school.

Method: This project will prepare personnel through: 1) coursework and practica with a focus on both children and adolescents with behavior disorders; 2) partnerships of part-time and full-time trainees to maximize the opportunities for applying knowledge and skills; and 3) extended field placements in school-based classrooms and community agencies to illustrate the importance of comprehensive services. The Master's Program in Behavior Disorders and Transitions will train a cadre of professionals to assume roles in providing comprehensive services to students with behavior disorders, expanding services to both adolescents and children with behavior disorders by developing comprehensive service delivery systems, and contributing to the expansion and dissemination of knowledge about services for students with behavior disorders.

Grant Number: H029G970013

Transition Specialist to Meet Needs of Adolescents with Emotional/Behavioral Disorders through Collaborative Planning

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to make improvements in an existing personnel preparation component in the Special Education Program at the University of North Texas with a focus on meeting the needs of adolescents with emotional/behavioral disorders.

Method: The project will prepare transition specialists who have a knowledge and understanding of working with students with EBD and who are skilled in collaborative planning with school personnel, families and caregivers, and community-based agencies and employers. Trainees will work with individuals or small groups of students with EBD to understand more about their disorders and to provide quality instruction in the classroom. They will work with other school personnel in implementing instructional strategies that will enable students to succeed within more inclusive environments, and they will engage in collaborative planning. Six full-time post-baccalaureate trainees will be selected each year. In addition, 10 part-time trainees will pursue the program through evening and summer courses.

Grant Number: H029G970033

The Bilingual Program in Speech/Language Pathology

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project of the Special Education/Communication Disorders Department of New Mexico State University will train 8 full-time and 10 part-time graduate students annually in the Bilingual Program in Speech/Language Pathology as part of an improved Master's level project in speech/language pathology for Hispanic children with disabilities.

Method: The project will identify, recruit, and retain bilingual-bicultural Hispanic students into speech/language pathology and develop and implement a training sequence to prepare Hispanic students to become nationally certified bilingual clinicians. During the three years of this project, it is expected that a total of 34 bilingual-bicultural Hispanic speech-language pathologists will be prepared to serve the expanding Hispanic population in New Mexico and the Southwest.

Grant Number: H029G970035

Preparing Speech-Language Pathologists to Provide Augmentative and Alternative Communication Services: A Master's Level Personnel Preparation Project

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project intends to prepare speech-language pathologists at the master's degree level to provide augmentative and alternative communication (AAC) services to children and youth with severe communication impairments. It is an expansion and improvement of an existing SLP program at Nova Southeastern University.

Method: The project intends to increase the number of SLPs who are qualified to provide AAC service, to increase the number of AAC-qualified SLPs from underrepresented ethnic/racial groups, and to improve the quality of AAC services in general. During the three years of the project, it is expected that 55 individuals (45 graduate student SLPs and 10 practicing professionals) will receive training leading to AAC competencies and participate in clinical experiences.

Grant Number: H029G970041

Project Prepare: Preparing Early Childhood Special Educators for Inclusive Settings

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The Preparing Early Childhood Special Educators for Inclusive Settings Project (Project Prepare) will provide demonstration of a new personnel preparation program for early childhood special educators for inter-disciplinary roles for working with infants, toddlers, and preschool children with disabilities and their families.

Method: This project of the University of Tennessee proposes to prepare ten early childhood special educators each year for the next three years and will lead toward licensure and a master's degree. Students will be trained in a competency-based interdisciplinary model that involves a sequential series of instructional hierarchies which will move the students from coursework to practicum sites and to internships, where students can apply their skills in the field.

Grant Number: H029G970049

Improved Master's Degree Preparation for School Psychologists: Specialization in Emotional and Behavioral Disorders

Project Director: Gimpel, Gretchen A.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project of the Department of Psychology at Utah State University intends to provide specialty training in comprehensive service delivery to children and youth with emotional and behavioral disorders.

Method: Through this project, 24 students over a three-year period will receive master's level training in school psychology with a focus on service provision to youth with emotional and behavioral disorders. Project students will receive training in all aspects of school psychology service delivery, including assessment, identification, direct interventions, consultation, and systems-level change and collaboration. The main focus of the training will be on the provision of comprehensive (direct and indirect) intervention services to these children, their families, and their teachers.

Grant Number: H029G970064

School-Based Teacher Education Program

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will revise and expand the ongoing School-based Teacher Education Partnership (STEP) Program, a master's degree program in special education that was cooperatively designed by faculty at the University of South Florida and the exceptional education directors and supervisors in local school districts. The primary purposes of STEP are to recruit and retain persons, especially minorities, in special education, and to prepare STEP participants to be leaders in school reform.

Method: The STEP project retains and expands on a master's level teacher preparation curriculum that focuses on developing teacher competencies in part-time and full-time training programs. Recruitment efforts will target minority candidates and general education teachers, especially from elementary education and English education. The cultural competence of students will be emphasized as well as focused instruction in co-teaching and other collaborative models of working with general education. Field supervisors will provide ongoing support and guidance to program participants.

Grant Number: H029G970065

A Collaborative Approach to the Preparation of Personnel to Serve Students with Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will use a transdisciplinary, interdepartmental approach in preparing special educators and speech-language pathologists to provide augmentative and alternative communication services to students who have little or no functional speech.

Method: Through a combination of coursework, practica, team experiences, and other professional development activities, 12 to 18 graduate students will gain essential practical skills and clinical hours with state-of-the-art assistive technology and research. With the strong emphasis on transdisciplinary collaboration, these professionals will be better prepared to provide services to students with disabilities, resulting in improved educational outcomes for students with disabilities.

Grant Number: H029G970066

Specialist Certificate Program: Preparing Professionals to Provide Services in Natural Environments and Inclusive Settings

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is an interdisciplinary graduate program with two certificate components: related services, which prepares already licensed PTs and OTs to demonstrate competencies that promote the full inclusion of students with disabilities in educational settings; and early intervention, which prepares already licensed or certified PTs or OTs and EI disciplines to demonstrate competencies to promote the full participation of infants, toddlers, and young children in their homes and communities.

Method: A total of 30 graduate trainees, 15 in each certificate component, are expected to complete one of two programs that will result in acquisition of specifically delineated competencies for related services or for early intervention professionals; trainees will also attain a graduate certificate in related services or EI, or, for PTs or OTs, a Pediatric Specialty Certification. Training faculty will come from two universities as well as from a group of nationally known experts; they will review course content, co-teach courses, and design field-based assignments. Related services trainees will be mentored by experienced school-based therapists selected by project staff.

Grant Number: H029G970070

Preparation of Special Education Teachers to Work within Alternative School Settings

Project Director: Denti, Louis
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408-924-3703

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will develop and establish a program to prepare special education teachers to work with students with mild-moderate disabilities from diverse ethnic and linguistic backgrounds who are placed in alternative education settings such as restricted placement in continuation or community schools, in court schools, or in detention facilities. Trainees will be prepared to work with students to improve their literacy, academic, social, emotional, and behavioral skills, and to assist their reentry into the community and into regular schools or work settings.

Method: This project will prepare 40 special education teachers, 20 in each of two cohorts. Teachers will be prepared to serve students with mild to moderate disabilities in alternative education settings. The program will heighten community and student awareness of the existence of alternative education, increase the awareness of the role of special education teachers in these settings, and provide teachers-in-training with the opportunity to explore alternative education settings and make informed employment choices based on experience and skill. The university program will highlight special needs; provide appropriate training; and encourage, foster, and support participation.

Grant Number: H029G970076

Collaborative Learning, Assistance, and Structured Support (CLASS) for Teacher Preparation

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The project addresses the improvement of an already existing program to increase the capacity and quality of preservice training for out-of-field teachers in exceptional education with special emphasis on the issues of field-based training and teacher retention.

Method: Through the creation of an on-going collaborative relationship between the University of Central Florida, FLDRS (Florida Diagnostic Learning and Resource System) and five surrounding public school districts, the project will develop and implement a field-based training model leading to certification and/or a master's degree in varying exceptionalities supported by a three-tiered mentoring system for out-of-field teachers.

Grant Number: H029G970092

North Carolina Partnership Training System: Distance Education Project

Project Director: Lillie, David
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will establish a collaborative distance education training system to implement a new statewide certification program in behaviorally and emotionally handicapped (BEH) and specific learning disabilities (SLD). The project will address the disparity between the need for and the supply of qualified teachers in these two critical areas of educational programs for students with disabilities.

Method: The project will develop a coordinated statewide higher education certification program in SLD and BEH, preparing 190 new certified teachers in SLD and 90 new certified teachers in BEH in the three years of the grant. The project will also establish and field test a distance education training model that will be continued within the state to reduce the gap between supply and demand for teachers of BEH and SLD students It will increase the number of minority teachers certified in these two areas and improve services for minority students. Features of the project include a comprehensive system of personnel development to provide a statewide system of teacher competencies, an approach to teacher education that employs a portfolio evaluation system, mentor teachers, classroom observations to measure demonstrated competencies, and distance education courses using the Internet and interactive instruction.

Grant Number: H029G970103

Multidisciplinary Educational Support for Deaf Children with Cochlear Implants

Project Director: Schery, Teris
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615-322-8150

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: In response to the dearth of trained Cochlear Implant personnel with knowledge and skills in following children with implants into their educational settings to monitor progress in communication and academics, this new multidisciplinary project intends to train B.A. level educators of the deaf together with M.S. level speech language pathologists and pediatric audiologists.

Method: The project intends to support a total of 24 trainees (6 speech language pathologists, 6 audiologists, and 12 educators of the deaf) over three years. The joint curriculum will be based on a problem-based learning model in medical education. The dual-level, multidisciplinary training is expected to increase the number of professionals knowledgeable about best practices for deaf children with cochlear implants, provide inservice training on educational support for deaf children with implants to school district personnel (in regular and special education in rural areas throughout Tennessee and Kentucky), and contribute knowledge on the necessary skill and role requirements for special education professionals who serve as members of Cochlear Implant

Teams. It will also contribute knowledge of how to most effectively implement a problem-based learning model for multidisciplinary special education personnel preparation.

Grant Number: H029G970112

Preparing Personnel to Meet the Needs of Individuals with Learning and Behavioral Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will provide professional preparation and ongoing support designed to meet the needs of teachers working under Learning and Behavioral Disorders (LBD) emergency/probationary certificates as they complete a graduate-level program and attain full certification.

Method: The project will develop Internet connections with faculty and graduate students, access to mentoring by experienced LBD teachers who are pursuing advanced special education teacher preparation in Master's and Specialist Degree Programs, access to customized Web pages for behavioral and academic problem-solving, and provision of a significant package of tuition and other financial and material supports. A major goal is to improve retention of LBD teachers and the efficiency with which they complete their certification programs; this anticipated success is linked to mentoring and electronic-network supports that these individuals receive early in their special education teaching careers.

Grant Number: H029G970119

Specialized Training for Speech-Language Pathologists in Habilitation of Children with Cochlear Implants

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education. It intends to develop a new specialization for graduate students in speech-language pathology at the master's level that is in addition to the traditional curriculum. It expands the capacity of a cochlear implant clinic and the clinical and educational methods for the implant population. It also includes a comprehensive plan for parent involvement.

Method: Two specialty courses will be developed for the program, practicum requirements will be modified, and efficient clinical training materials and extensive recruitment and evaluation plans will be developed. The department will incorporate a clinical outcomes-based curriculum in the courses and will draw upon the clinical library for videotapes, case studies, and demonstrations to prepare a CD-ROM to expose students to clinical examples and techniques in a systematic, interactive way.

Grant Number: H029G970131

Vocational Intervention Personnel in Transition

Project Director: Jones, Karen H.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This proposal intends to train secondary vocational and special education teachers through a sequence of training courses in transitional programming which will lead to endorsement in Georgia's Coordinated Vocational Academic Education or Related Vocational Instruction programs. By being provided effective support for staying in school, Georgia students are more likely to obtain vocational skills and social competencies leading to successful adult living.

Method: Project training will prepare vocational and special educators enrolled in vocational special needs endorsement programs through a sequence of school-to-work transition courses. The courses will include field-based experiences for teachers and students with local businesses and industries which hire students of the teacher trainees.

Grant Number: H029G970135

An Improvement in the Childhood Hearing Impairment Program: An M.A. Training Program for Audiologists

Project Director: Maxon, A. B.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project responds to Component 1, Training Personnel for the Education of Individuals with Disabilities Program, and is an improvement in the childhood hearing impairment program, a master's level program at the University of Connecticut.

Method: The new focus of the project emphasizes training related to very early identification of hearing loss and cochlear implant assessment and management. Fourteen students each year will be enrolled in the two-year program. On obtaining the M.A. and completing the Clinical Fellowship Year, trainees will be eligible for national certification as audiologists and will be prepared to diagnose, assess, and manage children with cochlear implants, and will be skilled in aural rehabilitation and diagnostic services for infants, toddlers, children, and youth with all types and degrees of hearing loss.

Grant Number: H029G970137

New Connections: Linking and Enhancing Graduate Training in Low Incidence Disabilities for Related Services, Early Intervention, and Preschool Personnel

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: Component 2 (Preparation of Related Services Personnel): The Virginia Institute for Developmental Disabilities, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work, and the Department of Psychology at Virginia Commonwealth University will develop an interdisciplinary preservice training model that will increase the number and quality of related services personnel prepared to serve young children with disabilities, particularly low-incidence disabilities, and their families. Component 3 (Training Early Intervention and Preschool Personnel): Virginia Commonwealth University also will develop an interdisciplinary preservice training model through the Virginia Institute for Developmental Disabilities, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work, and the Department of Psychology to increase the number and quality of early intervention and preschool personnel prepared to serve young children with disabilities, particularly low-incidence disabilities, and their families.

Method: Component 2 (Preparation of Related Services Personnel): This training model includes an interdisciplinary related services component for 45 trainees, 15 per year for three years, that adds an emphasis on low-incidence disabilities in early childhood to the graduate programs in nursing, occupational therapy, physical therapy, psychology, and social work. Trainees from all disciplines are assigned to student teams throughout the coursework and field experiences. Component 3 (Training Early Intervention and Preschool Personnel): The training model also will include a comprehensive early intervention/preschool education component for 45 trainees, 15 per year for three years, leading to teacher licensure in early childhood special education with specialized training in the area of severe disabilities. About 15 early childhood general educators, 5 per year for three years, will join the early intervention/preschool trainees and the related services trainees in core coursework and as interdisciplinary teams in fieldwork, by completing a special focus on young children with low-incidence disabilities. Other features of this project include: emphasis on a consultative and integrated model of service provision with opportunities for implementation in natural community environments; specific interdisciplinary content in low-incidence disabilities; and state-wide faculty professional development institutes.

Grant Number: H029G970138

Collaboration and Consultation: Innovative Occupational Therapy Services in Schools

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is a new program focused on school-based collaboration and consultation in the Department of Occupational Therapy at Thomas Jefferson University. The project builds on the established entry-level professional master's degree program to improve the capacity and quality of preservice training of occupational therapists to work in public school settings using a school-based collaborative consultative model.

Method: Thirty OT students will learn to provide educationally relevant occupational therapy services in schools in order to work collaboratively with regular and special educators to meet the needs of children with disabilities in inclusive settings. Trainees will learn the educational relevance of therapeutic assessment and intervention in sensory awareness, neuromuscular functions, motor, and perceptual skills and adaptive behavior. They will also learn when to consult, models of consultation, the communication and facilitation skills necessary for consultation, and the legal mandates to the school system, including collaboration with stakeholders such as families, administration, and educators.

Grant Number: H029G970144

Project Excel: Teachers as Collaborators in Inclusive Settings

Project Director: Carver, JoAnne Y.; Cawthorn, Janice
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Department of Education
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This four-year project represents an advanced Master's degree training program for 32 preservice special education personnel in the area of Serious Emotional Disorders. Specifically, the project will build upon and expand Hampton University's existing program to include emphasis on preparation of minority teachers to serve in schools or in site-based leadership roles designed to facilitate the effective transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: Project Excel intends to identify, recruit, and retain culturally diverse special and regular education teachers as part of Hampton University's Master of Arts Program in Special Education. Student cohorts and mentorships will be formed to provide geographical support for trainees. Preservice training of personnel will address the training of regular and special education teachers to work in inclusive settings to improve educational outcomes for culturally diverse students through systemic reform. Training will also address the teacher as leader in transition services for children with severe emotional disturbances, classroom management strategies for students with severe behavioral problems in inclusive school settings, appropriate assessment techniques for these students, promotion of research development activities, and development of parent-school-university collaborative partnerships.

Grant Number: H029G970156

New Master's Level Program Track in Speech-Language Pathology for Adolescents with Language Disorders

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project intends to develop a preservice training program designed to prepare master's level, certified speech-language pathologists to work with adolescents with disabilities.

Method: The project addresses the development of a new specialty program/track in adolescent language development and disorders that will expand the Communication Sciences and Disorders Program's capacity for quality preservice training. Trainees will take courses in speech/language development and disorders as well as in special education issues in adolescence, and they will be placed in middle and high schools to provide intervention for the underserved adolescent population. Trainees will work collaboratively with public school teachers to meet the needs of adolescents with language disabilities in inclusive settings.

Grant Number: H029G970158

Expanded Master's Level Program to Train Teachers for the Education of Youth with Emotional or Behavioral Disorders

Project Director: Leone, Peter
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is designed to improve the quality and quantity of certified elementary and secondary special educators for students with emotional or behavioral disorders in Maryland and the mid-Atlantic region by preparing master's level elementary and secondary special education teachers to support positive outcomes for students with emotional or behavioral disorders.

Method: The training model will emphasize the following areas: identification and assessment, collaborative relationships with parents and families, multidisciplinary and interagency programming, curriculum and instruction, behavioral support, school reform and accountability, prevention of emotional or behavioral disorders, least restrictive placement and inclusion, and cultural competence. Trainees will complete coursework in special education and allied disciplines with field experiences in a range of school environments to earn a Master of Arts or Education degree and a special education certificate.

Grant Number: H029G970159

Project Team: Interdisciplinary Family-Centered Preparation of Related Services Personnel for Early Intervention Collaboration

Project Director: Jones, Elizabeth L.
Western Kentucky University
Department of Psychology
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502-745-4414

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to meet the increased need for qualified personnel in the areas of social work, school psychology, clinical psychology, speech/communication disorders, and family studies to work with children with disabilities ages birth to five and their families in rural south/central Kentucky.

Method: Students will be recruited from each of the five fields noted above to complete a competency-based area of emphasis in Interdisciplinary Early Childhood Collaboration (IECC), which prepares them to work with young children and their families as part of their entry-level professional preparation program. Students will complete a degree program in their respective disciplines while completing a strand of preparation concentrating on children birth through five with disabilities and their families. This project increases the number of students participating in the area of emphasis in IECC, the number of disciplines represented, the family-centered focus of the course content, the interdisciplinary composition of the faculty, and the opportunities for students from various disciplines to interact in a class setting and through the interdisciplinary faculty team. Approximately 75 students will be trained during the three-year project.

Grant Number: H029G970165

Collaborative Teacher Training through Distance Education Technology

Project Director: Knapczyk, Dennis
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project supports the preparation of personnel for careers in special education by developing and offering a new teacher certification program through distance education. It would prepare personnel to teach in rural communities and promote full qualification of personnel serving children and youth with learning disabilities, mild mental handicaps, and serious emotional handicaps.

Method: The project will support the Collaborative Teacher Education Program, a distance education program that would increase the quantity and improve the quality of personnel available to teach special education children and youth in rural communities in southern Indiana. The program would prepare school personnel to engage in school-based collaborative planning that assists students with mild disabilities and serious emotional handicaps in becoming successfully integrated in general education settings. The certification program would help reduce the shortage of personnel in rural communities by preparing general educators for careers in special education and giving special educators on emergency licences access to coursework for becoming fully certified. During the three years of the project, approximately 60 teachers would obtain certification.

Grant Number: H029G970170

Interdisciplinary Training for Early Intervention and Preschool Personnel

Project Director: Snell, Martha E.
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Charlottesville, VA 22903-2495
804-924-0768

Beginning Date: 10/15/97
Ending Date: 10/14/00

Purpose: The purpose of this project is to improve a preservice personnel preparation program, increasing the numbers and quality of personnel serving infants, toddlers, and preschool children with disabilities and their families. Targeted personnel include early childhood special education teachers and other professional practitioners providing short-term and long-term services.

Method: This graduate training program will prepare teachers of children with low- and high-incidence disabilities, birth to five. Teachers will earn masters' degrees, and some will take individually designed minors as part of their training, including adapted physical education, early childhood, speech/language pathology, audiology, clinical/school psychology, counseling, and nursing. Eight students a year will be enrolled in a two-year early childhood special education program, and eight additional students a year will take a graduate minor addressing core knowledge, interdisciplinary applications, and experience with children and families.

Grant Number: H029G970176

Project COMETS: Collaboration for Maximizing Early Teacher Supports

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: Component 1 (Preparation of Personnel for Careers in Special Education): The purpose of this component of the project is to promote the early completion of a new credential program for 36 teachers of students from kindergarten through age 22 with mild/moderate and moderate/severe disabilities (MM/MS). Component 3 (Training Early Intervention and Preschool Personnel): This component involves a collaborative effort on the part of faculty in the Department of Special Education to promote the early completion of a new credential program in early childhood special education (ECSE) for 26 teachers of children (birth through pre-kindergarten) who have disabilities.

Method: Component 1 (Preparation of Personnel for Careers in Special Education): This collaborative project of the Department of Special Education will: 1) develop innovative strategies that increase the recruitment of undergraduates and attract students from underrepresented groups; 2) implement new credential programs that accelerate the training process through preparation at the undergraduate level and the elimination of a general education credential as a prerequisite; and 3) support the development of future special educators in inclusive practices through early field experiences, student teaching, cohort seminars, and partnerships with collaborating teachers. Students will work at two elementary sites in the Simi Valley School District. Component 3 (Training Early Intervention and Preschool Personnel): The project will focus on incentives and recruitment of undergraduate students from diverse cultural and linguistic backgrounds by accelerating the training process and permitting students to begin coursework and field experiences in their senior year with completion following one additional year of post baccalaureate study. The project will also support their development through early field experiences, cohort seminars, and partnerships with collaborating teachers. Students will be placed at the CHIME Institute preschool inclusion program, the CHIME and Simi Valley Infant Toddler Programs, and preschool classes at Santa Susana and Sycamore Elementary schools.

Grant Number: H029G970177

Interdisciplinary Training for Early Intervention Social Inclusion Facilitators in Special Education, School Psychology, Audiology, and Speech/Language Pathology

Project Director: Boone, Harriet
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919-962-9371

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project of the University of North Carolina at Chapel Hill intends to develop an interdisciplinary program for masters-level students in special education, school psychology, audiology, and speech-language pathology to prepare them to become social inclusion facilitators in community-based programs for socioculturally diverse young children and their families. The project will link several schools within the university, and interdisciplinary preparation will be provided for 44 students and 30 practicing professionals to learn collaborative consultation skills to fully include children with disabilities and their families in community-based programs and activities.

Method: The project will provide opportunities for interdisciplinary students and practicing professionals to engage in seminars and coursework focused on transdisciplinary teaming, collaborative consultation strategies, cultural diversity, social inclusion, and family-centered intervention strategies. It will provide team-based practicum experience in a variety of inclusive early intervention settings. The 44 students participating in the program will obtain full licensure in their respective disciplines with a specialization in early intervention inclusion and will serve children with disabilities in a number of settings, including homes, child care centers, public and private schools, and hospitals and clinics.

Grant Number: H029G970185

Preparation of Special Physical Educators with an Emphasis on Consulting in Inclusionary Environments

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to prepare special physical educators at the master's level who have completed a 4-year degree in physical education and hold valid teaching certificates in physical education. The preparation will focus on provision of direct services in an inclusionary environment.

Method: The focus of the training is the development of the knowledge and skills of the physical educator interns to provide direct teaching services as well as consultant services. The training will include two new special education courses and weekly internships in inclusive schools. Each year 9 interns will be prepared and over 300 children and youth with disabilities between the ages of 3 and 22 will be served by these interns in inclusive settings.

Grant Number: H029G970187

Urban Initiative for Collaboration

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The Urban Institute for Collaboration project will develop a new teacher education option at The George Washington University, by integrating two separate degree programs: transition special education and secondary education. The project aims to prepare teachers to meet the challenges of inclusive teaching at the secondary level, and engage them in a sustained partnership with an inner city high school to integrate the resources of the teacher education program with the educational reforms happening at that school.

Method: The project is collaboratively planned and will be collaboratively delivered by faculty from Transition Special Education and Secondary Education. The project intends to develop and refine the master's level integrated teacher education program to allow graduate students to be dual certified in secondary education and special education, or to allow those without a specific content background to be certified in special education. The project will provide tuition support for 25 preservice teachers to complete their master's degrees leading either to single or dual certification.

Grant Number: H029G970190

Accommodating Challenges: Training for Inclusion-Oriented Needs

Project Director: Gettinger, Maribeth
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608-265-3474

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of Project ACTION (Accommodating Challenges: Training for Inclusion-Oriented Needs) is to improve the preparation of related services personnel to support inclusion of young children with disabilities who exhibit challenging behaviors.

Method: Through ACTION, 48 masters-level students in school psychology, school counseling, and school social work at two University of Wisconsin campuses will participate in a two-semester training sequence designed to improve their current discipline-specific training. ACTION will increase the capacity and quality of related services personnel to accommodate challenging behaviors through an interdisciplinary program that addresses the understanding of inclusion and challenging behaviors, the promotion of collaborative strategies and interdisciplinary training, and work with culturally diverse families and children. Practicum experiences will be provided in inclusive programs that provide educational services for culturally diverse children and families. A training model will be developed that emphasizes reflective, case-based learning and professional decision-making with an emphasis on inclusion of children with disabilities who exhibit challenging behaviors.

Grant Number: H029G970192

T-LINCS

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is designed to collaboratively prepare 36 special educators in three years to assume leadership roles in inclusive schools.

Method: The project intends to use innovative methods to recruit 36 students over three years to earn masters degrees in special education and to become teacher-leaders in inclusionary schools. On-site professional development will be provided for general and special educator mentors to supervise program interns. T-LINCS interns will develop teaching portfolios that demonstrate the knowledge, skills, and dispositions necessary to be teacher-leaders in inclusive schools. Mentor teachers will continue to supervise students after the conclusion of the project.

Grant Number: H029G970198

Project CO-TEEMS: Collaborative Teacher Education for Middle and Secondary Special Educators

Project Director: Herr, Cynthia
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education, "New License and Master's Level Project for Secondary Special Education." The purpose of Project CO-TEEMS (Collaborative Teacher Education for Middle/Secondary Special Educators) is to collaboratively train middle and secondary special education trainees with regular education trainees in the skills necessary to teach effectively a wide diversity of students, especially those with disabilities, within regular education settings.

Method: A total of 63 middle and secondary special education teacher trainees will be trained across the three years of the project. Through common course work, practicums, and student teaching, preservice special education teachers served by the project will receive training in such areas as effective teaching techniques, effective classroom and individual behavior management techniques, techniques for collaboration, learning and metacognitive strategies, adolescent development and self-direction, the connections between assessment and instructional planning, multicultural education, and legislation which impacts regular and special education teachers.

Grant Number: H029G970199

Training School Counselors to Work with Urban Culturally and Linguistically Diverse Exceptional Education Students

Project Director: McEachern, Adriana
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to recruit and train 30 school counseling graduate students who are racially, culturally, and linguistically diverse and/or who have a background or interest in working with exceptional students.

Method: Ten students will be recruited each year of the project for the Exceptional Student Education Specialization Track of FIU's M.S. in Counselor Education, School Counseling program, which emphasizes collaboration among students, faculty, families, schools, and the community as well as clinical field experiences in culturally diverse urban schools.

Grant Number: H029G970200

Project Special P.E. 2000: A Master's Preservice Training Grant in Special Physical Education

Project Director: Henderson, Hester
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801-581-7964

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to modify the existing special physical education program in the Department of Exercise and Sport Science at the University of Utah by revising and expanding coursework and elective opportunities to integrate the competencies of special physical educators.

Method: The program will combine a strong theoretical, non-categorical, competency-based training program with quality field-based practicum experiences. More practicum opportunities will be included in the program across a wide variety of disabilities, ages, locales, cultural backgrounds, and socioeconomic levels. A peer professional mentoring program will be developed and will include mentoring with a physical therapist, an occupational therapist, and related service personnel. A professional development program will be developed to provide training to regular educators, special educators, and physical educators.

Grant Number: H029G970207

A Team Approach to Training Early Intervention and Preschool Personnel in Speech-Language Pathology

Project Director: Weddington, Gloria
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408-924-3699

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project intends to train 15 students a year in the master's degree program in Communications Disorders and Sciences at San Jose State University to serve as early interventionists for communicatively impaired infants, toddlers, and preschoolers.

Method: Three cohorts of trainees will be provided extensive opportunities for both on-campus and off-campus experiences at different agency settings, including various departments in the university as well as local school districts, regional centers, and private and public nurseries and preschools. Trainees will be involved with families at all phases of training. They will take on a number of roles appropriate to the discipline of speech-language pathology and will be part of teams in other roles as appropriate for dealing with high incidence disabilities.

Grant Number: H029G970209

Orientation and Mobility Highway (OMH) Project

Project Director: Huebner, Kathleen M.
Pennsylvania College of Optometry
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Elkins Park, PA 19027
215-780-1361

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project represents a collaboration between the Pennsylvania College of Optometry and the State Departments of Education, Educational Resource Centers, and local school systems in Oklahoma, Oregon, West Virginia, and Wisconsin. The purpose of the project is to increase the quantity and quality of professionally trained orientation and mobility therapists to serve infants, toddlers, children, and youth with visual and multiple disabilities.

Method: The College will offer a three-year Summer Certificate Program in Orientation and Mobility (O&M) Therapy to prepare certified teachers in vision impairment for related services certification in O&M. The College will provide the project curriculum and instructional materials, resources for recruitment and admissions, faculty time for mentoring and advising, and teleconference programming and resources. By the end of the grant period, a minimum of 40 individuals are expected to be certifiable O&M therapists and an additional 40 entered into the second three-year cycle.

Grant Number: H029G970210

Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel

Project Director: Grisham-Brown, Jennifer; Townley, K.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to expand and improve current early childhood special education training programs to prepare personnel to work with young children with and without disabilities and their families in inclusive settings.

Method: Program plans will be individually designed based on an assessment of each student's current skills and professional goals and needs. Courses offered through the project will also be taught using alternative formats such as distance learning, compressed video, weekend and night courses, and summer institutes in order to recruit students who might not otherwise be able to attend. The project will focus on developing partnerships with families by including family members as mentors and co-instructors.

Grant Number: H029G970214

Project APEX (Adapted Physical Education Excellence)

Project Director: Decker, Jim
East Carolina University
Dept. of Exercise and Sport Science
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252-328-0001

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project, Project APEX, addresses Component 1: Preparation of Personnel for Careers in Special Education. It will emphasize the preparation of adapted physical educators to work collaboratively with regular physical educators to meet the needs of children with disabilities in inclusive settings. It improves the existing East Carolina University Adapted Physical Education Training & Research Program.

Method: The project incorporates a competency-based training model stressing theoretical constructs and experiential learning to provide high quality preservice training through state-of-the-profession pedagogical and practical experiences. It will infuse strategies for including students with disabilities in regular physical education classes across graduate curricula and provide meaningful assistance to regional local education agencies and organizations serving children with disabilities. As a result of the project, twelve qualified adapted physical education specialists will be prepared and placed to serve students with disabilities.

Grant Number: H029G970215

ACCK Preservice Early Intervention Program

Project Director: Rosenkoetter, Sharon
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Special Education
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316-241-7754

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project, a collaborative effort of the Associated Colleges of Central Kansas, intends to recruit promising students into a preservice specialization in early childhood special education and give them the disciplinary and interdisciplinary competencies to serve infants and toddlers with special needs and their families. It will also recruit social work students and similarly train them to work in early intervention, and it will develop improved practicum experiences in national environments to prepare students to work effectively in early intervention.

Method: To help meet the focus of the project, interdisciplinary coursework, seminars, and practica will guide the early childhood students in family services coordination and the social work students in practices appropriate for families of infants and toddlers with special needs. The project will participate in state and national systems for cooperative planning and dissemination in order to share a validated, innovative model and to match program graduates with early intervention vacancies.

Grant Number: H029G970225

A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project addresses the critical need to prepare additional early intervention and preschool special education personnel in Utah and to improve the quality of their preparation by training them to work collaboratively with regular educators in inclusive settings.

Method: The project will support preservice preparation that includes a core of special education courses, practica in inclusive settings, and specific transdisciplinary preparation and experience with faculty from disciplines within and outside of education. The project will also support recruitment of students from rural areas and students from culturally and linguistically diverse backgrounds who are underrepresented in Utah's teaching force. Graduates from the program will become certified in early childhood education and early childhood special education and will also qualify for early intervention credentials.

Grant Number: H029G970231

Improved Graduate Program to Prepare Special Educators to Support Students with Emotional and Behavioral Disabilities in Regular Education Classrooms

Project Director: Fox, Wayne L.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project is designed to prepare special educators to educate students with serious emotional disturbance in general education settings, to build a capacity for serving these students in their local schools and communities, particularly in rural settings, and to provide support to their families.

Method: This competency-based program is designed to accommodate part-time and full-time trainees in rural areas. Each trainee will participate in intensive practicums focusing on school-based and family-based intervention services for students with serious emotional disturbance. Coursework can be applied towards an M.Ed. degree or a Certificate of Advanced Study beyond the master's.

Grant Number: H029G970237

Project ACT: Arizona Cross-Categorical Training Project

Project Director: Bos, Candace S.
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The Arizona Cross-Categorical Teacher Preparation Project (Project ACT) is a new teacher certification program that will include the addition of cross-categorical certification while continuing certification in the disabilities area. It is designed to meet teacher shortages in the fields of learning disabilities (LD) and emotional and behavioral disorders (EBD) and to prepare teachers for this new cross-categorical certification.

Method: Project ACT will prepare 30 to 35 special educators who are qualified to teach in resource and inclusive settings as well as to educate students with severe LD or EBD in more restrictive settings. The project will expand the number and use of professional development partnership sites, develop a rural site to address the needs and competencies of teachers in rural settings, and strengthen the skills and competencies in the areas of collaboration, diversity, and technology. Special education teachers will be prepared for cross-categorical certification to effectively work in consultative and resource service delivery models and in either LD or EBD. The project will develop a model of personnel preparation through a partnership with the local school district and will include three professional development sites.

Grant Number: H029G970238

Project INTERFACE III: Interdisciplinary Preparation of Bilingual/ESL Learning Disabilities Teachers and Diagnosticians

Project Director: Fletcher, Todd
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of Project Interface III is to recruit and train 25 to 30 educators to serve Hispanic and Native American students with special learning needs. Personnel trained under this project will be able to assume the role of educational diagnostician and/or teacher of limited English proficiency/bilingual students with disabilities in a variety of educational settings.

Method: The program of study is based on interdisciplinary preparation in several departments at the University of Arizona. Students will be provided with preservice training, with coursework in special education, learning disabilities, bilingual education, and English as a Second Language that reflects current research-based assessment and intervention practices. Trainees will be provided with a variety of public-school experiences in inclusive and other settings involving the provision of services to students from culturally and linguistically diverse backgrounds with learning disabilities. They will also participate in clinical and academic settings with Hispanic and Native American students with learning disabilities and they will collaborate with general and bilingual educators to learn how to best meet the needs of these students in general and bilingual education classrooms.

Grant Number: H029G970240

New Master's Level/Certification Project for Uncertified Bilingual Special Education Teachers in a Low Performance Difficult-to-Staff Urban School District

Beginning Date: 1/01/98
Ending Date: 12/31/00

Project Director: Gregory, James
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Purpose: This project of the School of Education and Human Services of St. John's University in New York intends to start a master's level teacher certification project for uncertified bilingual special education teachers in a low-performance, difficult-to-staff urban school district. The project will address the shortage of these teachers in this environment and how to better meet the special needs of culturally and linguistically diverse exceptional (CLDE) children by recruiting teachers into the program and by enhancing the professional knowledge and skills of minimally credentialed teachers of CLDE children.

Method: The project will recruit 20 teachers who are bilingual and currently teach children and youth with disabilities in an urban New York district but who possess only minimal credentials for New York City and who lack New York State certification. They will be matriculated into the master's level program in Bilingual Special Education as part of this project. There, they will be provided with systematic and ongoing literacy and test-taking skills training to enable them to more successfully complete all required New York State teaching certification examinations by the end of the project.

Grant Number: H029G970243

Preparing Teachers to Provide Educational and Transitional Services to Youth with Learning Disabilities and/or Emotional and Behavioral Disorders

Beginning Date: 1/01/98
Ending Date: 12/31/00

Project Director: Tankersley, Melody
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Purpose: Component 1 (Preparation of Personnel for Careers in Special Education): This project will increase secondary and postsecondary outcomes for students with learning disabilities (LD) and students with emotional and behavioral disorders (EBD) by training teachers to develop, implement, and evaluate effective school interventions and transition plans and experiences. Component 2 (Preparation of Related Services Personnel): This component will develop a graduate-level preservice teacher program and paraprofessional training program in learning disabilities and emotional and behavioral disorders, with a focus on transition services through personnel development partnerships.

Method: Component 1 (Preparation of Personnel for Careers in Special Education): This personnel preparation partnership will focus on preparing educators with expertise in school-based academic and social interventions, transition planning and coordination of field-based experiences, and collaboration with families and agencies. This expertise will be taught in conjunction with the Special Education Masters degree program and the Center for Innovation in Transition. Through an intensive, one-year preparation program, eight graduate students per year will participate in coursework and field experiences that will focus on delivery of services to students with LD and EBD that will prepare them to design, implement, and evaluate curricular packages that include specific strategies to reach academic, vocational, social, behavioral, and personal goals for these youth. The project has formed partnerships with four local school districts. Component 2 (Preparation of Related Services Personnel): This component's focus is to develop and implement a summer seminar program to train preservice teachers and paraprofessionals to plan for and deliver effective transitional services to secondary students with LD and EBD. The five one-week seminars will be outcome-oriented and include agency visits, guest lecturers, field trips, and participation in a two-day transition institute. The impact of the project will directly affect up to 120 students with LD or EBD while participants are in training, and an estimated 360 students after graduation.

Grant Number: H029G970244

Teaching Elementary School Students with Serious Emotional Disturbances (TESSED)

Project Director: Dembinski, Raymond J.
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College of Educational Psychology and Special Education
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815-753-8420

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will prepare masters-level students to become elementary teachers for students with serious emotional disturbances (SED). Selected students will take part in a one-year, full-time intensive experience leading to a master's degree, as well as needed skills and appropriate state certification.

Method: The trainees will master competencies built around teaching skill and knowledge areas needed for excellence in teaching elementary students with SED in inclusive and alternative school settings. Extensive field experiences will be provided through three practicum courses in schools where students with SED are receiving appropriate education. Trainees will also receive instruction and training in interagency collaboration and family involvement with professionals from other disciplines.

Grant Number: H029G970245

Coordinating Health Services under IDEA: A Training Program for Medical Students and Pediatric Residents

Project Director: Ratliffe, Katherine; Okamoto, Jeffrey
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University Affiliated Programs
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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The goal of this project is to improve and enhance the Medical School and Pediatric Residency Training Programs at the Burns School of Medicine at the University of Hawaii, with a focus on children with disabilities and the role of physicians in educational settings. Medical professionals will be trained to support the education of these children by assisting school personnel to overcome barriers to serving children with disabilities with significant health concerns in school settings.

Method: Components of the program will include: introductory/awareness training for first-year medical students, core knowledge and collaborative roles under IDEA for second-year students, application of knowledge and skills in educational settings for third-year medical students, and specialized training in an interdisciplinary practicum in rural school settings for fourth-year medical students and pediatric residents. The project is projected to train approximately 500 medical students and/or pediatric residents over the three years.

Grant Number: H029G970252

A Transdisciplinary Approach to Preparing Professionals to Work Collaboratively Providing Orientation and Mobility/Independent Living Skills Services in Inclusive Settings to Children and Adolescents with Visual Impairments

Project Director: Hawkins, Brucie
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DeKalb, IL 60115
815-753-8455

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: Through this project, the Department of Educational Psychology, Counseling, and Special Education at Northern Illinois University plans to extend its commitment to meet the needs of children and adolescents with severe visual impairments through the expansion of the scope of its personnel training program for related services personnel. The approach will combine the preparation of 27 master's level professionals to provide services in orientation and mobility with their training to provide independent living skills to children and youth with visual disabilities in inclusive settings.

Method: The project will provide year-round training for two cohorts of preservice participants, and a summer-based program for certified special educators of children with visual disabilities. Participants will acquire the academic and practical skills training to earn master's degrees and to be certified as O&M instructors. Graduates will participate in transdisciplinary training, a collaborative approach to instruction that will provide shared responsibility for adaptations and modifications and a joint ownership of students and student progress. The project will promote increased professionalism by introducing new technologies into the coursework.

Grant Number: H029G970254

Personnel Preparation

Project Director: Sniezek, Karen M.
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209-667-3502

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project, through new credentialling programs, addresses the shortage of fully credentialed special educators in California, where a large number of children and youth with disabilities are being taught by personnel with emergency permits or credential waivers.

Method: California State University at Stanislaus will develop two new credentialing programs in special education for mild and moderate disabilities and for moderate to severe disabilities. Trainees in these programs will be trained to work collaboratively with general educators to meet the needs of infants, toddlers, children, and youth with disabilities.

Grant Number: H325G980001

On-site Program to Prepare Special Education Teachers: A School-University Partnership for the Rural Arizona/Mexico Border Region

Project Director: Ver Velde, Ray
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520-523-2127

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education; focus: New Program to Prepare Preservice and Inservice Teachers in Rural, Multicultural, Inclusive Settings. The project addresses the critical shortage of special education teachers for the classrooms of the Southern Arizona border region, with the focus on the rural area surrounding the border community of Nogales, Arizona. It is a new three-year preparation program designed to prepare teachers to provide high quality special education services to minority children in rural areas. Graduates will be prepared to implement inclusive education practices in classrooms and to provide an interface between bilingual and special education programs.

Method: Coursework for the program will be delivered by resident university project faculty and other faculty members from the Center for Excellence in Education at Northern Arizona University. Undergraduate students will complete internship assignments under the direction of mentor teachers while also completing coursework on-site in local schools. Coursework will lead to a degree and dual certification in special and elementary education. The program will serve approximately 30 preservice educators as well as 30 in-service teachers specially trained to enhance their teamwork and leadership skills as educators and as mentors for student interns. An assistive technology component will be integrated into the preservice and inservice training.

(84.029K)
Special Projects

Grant Number: H029K970003

Development of an Intelligent Learning Environment for Training of Clinical Audiology Students

Project Director: Thorpe, Anne Marie
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615-936-5109

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project proposes to complete development of an intelligent learning environment employing artificial intelligence technology for instruction delivery and interaction with students to assist in the clinical training of audiology students. Pediatric audiologists are particularly in need of training programs to help them expediently identify hearing impairment in young children and enroll them in educational programs when it is most advantageous.

Method: The project will provide a problem-based learning curriculum for pediatric auditory assessment, allowing for students to be exposed to a wide range of clinical cases. This program will give access not just to those students located in training programs that are affiliated with large clinical practices but also students who are in rural or remote areas. Through new technologies, which break the isolation of the remote classroom, these students will be able to gain access to a variety of interesting and complex cases.

Grant Number: H029K970025

Project DISCUSS (Developing Interdisciplinary Teams in Schools and Communities to Utilize Successful School Strategies)

Project Director: Osbourn, Pat
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Center for Development and Disability
Health Sciences Center
915 Camino de Salud
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505-272-3087

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: Project DISCUSS (Developing Interdisciplinary Teams in Schools and Communities to Utilize Successful School Strategies) proposes to develop, implement, evaluate, and disseminate an innovative new personnel training model for regular educators, special educators, parents, and related services personnel in the process of individualizing educational programs for children with autism. The model includes an 8-week course followed by a 1-week intensive practicum institute. An on-line Internet system will be used for participants to access resources and to participate in inquiry-based conferences.

Method: Teams will be recruited in collaboration with local education liaisons and will be trained using problem-based learning methodology. Teams will include a family member, regular educator, special educator, and other related services personnel. Curriculum will address behavioral and educational issues pertinent to children with autism. It is anticipated that 70-90 professionals and family members at three sites in New Mexico will participate in the training model. Participants are expected to increase their knowledge about the learning styles and behavior of children with autism and to improve their understanding of the importance of interdisciplinary teaming. A problem-based curriculum, training manual, and video will be developed to support sites wishing to replicate this training model.

Grant Number: H029K970035

Referring and Working with Children with Disabilities: An Inservice Video Curriculum for Child Welfare and Related Personnel

Project Director: Magrab, Phyllis
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202-687-8837

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this project is the development and use of an effective inservice program designed to provide child welfare personnel with information regarding disabilities such as pervasive developmental delay and autism, neurologic impairments, attention deficit disorder, physical disabilities, and emotional disorders. The program will also provide participants with the ability to take appropriate steps to assure the timely referral of children for evaluation, and when warranted, to effectively work with agencies serving young children with disabilities. It will address the impact of disabilities on families and strategies for improving the family's ability to respond to a child's special needs.

Method: The curriculum will consist of both video and written materials designed to be used in formal training sessions as well as by individuals. The major target audiences for the curriculum are child welfare intake specialists who respond to the initial and ongoing reports of child abuse and neglect, family preservation workers who work intensively with families, and foster care and adoption workers who provide support to families assuming the care of children within the child welfare system. Interdisciplinary training will be conducted in urban and rural settings and will include child welfare personnel as well as individuals working specifically in the area of developmental disabilities, such as special education staff, mental health professionals, and early intervention teams. The project will result in an inservice curriculum including a printed manual and video learning segments that will be available at low cost for use by public and private sector social service agencies and in preservice training in schools of social work.

Grant Number: H029K970048

Sharing Ideas about Teaching Effectively: Preparing Effective and Collaborative Teachers of Students with Disabilities

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Beginning Date: 9/28/97
Ending Date: 9/27/00

Purpose: The goal of this project is to improve the preparation of personnel to educate children and youth with disabilities through the development and dissemination of a database of tactics for Sharing Ideas about Teaching Effectively (SITE).

Method: The project will develop a database of effective teaching tactics for teachers of students with disabilities in general education classrooms; implement a process for ongoing communication and collaboration among teachers of students with disabilities; evaluate the effectiveness of the project in promoting the adoption of these practices; and disseminate project materials, processes, and data so that the project can be replicated nationally. The computerized database of information and teaching tactics will be based on the content of university courses and school-based clinic experiences and will be organized according to grade content and type of learning need.

Grant Number: H029K970052

Supporting Young Children through Collaboration: An Inservice Approach

Project Director: Beckman, Paula
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301-405-6492

Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: This project is designed to provide inservice training to promote increased collaboration among those who work with young children with special needs. Intensive and sustained inservice training will be provided to promote collaboration between special education, regular education, related services personnel, and families.

Method: Project personnel will meet with administrators of various programs and agencies who provide services to young children with disabilities to discuss the specific needs of their program or agency with respect to improved collaboration and to identify potential teams who will be invited to participate in the inservice training. Teams will receive support to attend a two-week summer institute focused on collaboration strategies. Dissemination of the results of this project will be achieved at a state and national level through the development of a series of training modules that specify an approach to collaboration which can be used by teams from schools and other organizations that provide services for young children with disabilities.

Grant Number: H029K970071

Project Na'nitin (To Learn)

Project Director: Allison, Sherry
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The primary goal of Project Na'nitin (To Learn) is to maximize the knowledge and skills of Navajo paraprofessionals to work more effectively with children with special needs and their family members.

Method: The project will conduct research in the areas of intervention techniques and traditional Navajo beliefs and treatments; develop culturally relevant and linguistically appropriate modules on intervention techniques and methods for Navajo paraprofessionals to use with Navajo children and families; provide inservice training activities for Navajo-speaking paraprofessionals and parents; and disseminate the training modules and products at local, state, and national levels. The training modules will include reference and resource materials, case studies, hands-on activities, and visual support materials wherein Western techniques and methods will be merged with Navajo beliefs and practices.

Grant Number: H029K970081

Comprehensive Positive Behavior Support Approach

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The purpose of the Comprehensive Positive Behavior Support (CPBS) Project is to train personnel to function effectively and efficiently within the structures and processes needed to support all students who present severe behavior challenges, especially those students whose behaviors disrupt the general education environment and who are frequently excluded from regular education settings. The project intends to provide regular and special educators with a team-based inservice and preservice approach to personnel preparation that will emphasize opportunities for increasing educators' educational, behavioral, and organizational capacity to meet the needs of all children with serious behavioral challenges.

Method: Over the three years of this project, nine to fifteen preservice teachers will receive specialized training in comprehensive behavior support, resulting in certification or an advanced graduate degree from the University of Oregon. During this period, the knowledge and skills of up to 300 inservice personnel will be enhanced in the provision of behavior support for students who present severe behavior challenges.

Grant Number: H029K970089

Virtual Resource Center in Behavioral Disorders

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will develop personnel preparation training materials in behavioral disorders utilizing interactive multimedia and telecommunications technologies to be used in preservice and inservice education programs to enhance problem solving abilities of teachers and other service providers. The project is a collaborative effort between faculty of the University of Missouri-Columbia and Arkansas State University.

Method: The project will produce a compact disk and accompanying software concerning behavioral disorders. The programs will include instruction and management, assessment and planning, classroom observation practice, and perspectives. Training support will be provided via the Internet using listserv discussion groups, chat groups, virtual conferences, and a Web site including materials, findings, resource links, and teacher home pages.

Grant Number: H029K970090

Up to PAR: The Implementation and Maintenance of Comprehensive, School-Wide Discipline Programs for All Students

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The project is designed to deliver on-site, school-based, inservice training in a process-based model that promotes school-wide discipline in inclusive schools; to provide an ongoing, user-friendly, technologically enhanced system of support for maintenance of the project's behavior management procedures; and to disseminate the procedures and outcomes to a broader segment of the educational community.

Method: The project will build on several years of successful work in training inservice personnel in school-wide behavior management. School-based training will be delivered in 12 local schools that have implemented an inclusive service delivery model and that have experienced conduct that impedes the learning of all students in the class. The training will lead to the development of a comprehensive school-wide behavior management plan for all students. User-friendly, technologically enhanced supports will help ensure the maintenance of the plan and provide additional training and support. The methods will be developed into a manual with an accompanying CD-ROM as well as being presented on a Web site.

Grant Number: H029K970100

Accommodating Challenges: Training for Inclusion-Oriented Needs

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The goal of the ACTION Project is to develop, evaluate, and disseminate a preservice and inservice training program to increase competence among regular and special educators and related services personnel to address challenging behaviors of young children with disabilities in inclusive classrooms.

Method: The ACTION Project targets four specific competency domains: 1) conducting a functional analysis of challenging behaviors, engaging in performance monitoring, and planning empirically validated interventions for classroom and home settings to support inclusion; 2) functioning collaboratively as members of interdisciplinary teams; 3) building family-professional partnerships; and 4) facilitating inclusion of children from ethnic minorities and children from economically disadvantaged families. The project intends to develop a comprehensive and integrated training curriculum that targets four domains of knowledge and skills necessary for successful inclusion of young children with disabilities who exhibit challenging behaviors, and it will disseminate the ACTION training program on a statewide, regional, and national basis through diverse outlets and training media.

Grant Number: H029K970103

Stepping In: Building Inclusion Teams that Promote Success

Project Director: Doll, Elizabeth
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Beginning Date: 8/01/97
Ending Date: 7/30/00

Purpose: Through a year-long residency experience, this project will prepare teams of regular and special educators to recognize the regular education classroom contexts that predict the success of fully included students with disabilities, provide them with tools to foster these contexts, and train them in broad contextualized strategies for solving inclusion problems when they occur.

Method: Multidisciplinary teams of residents will be drawn from several programs at CU-Denver. Residents will work with teams of mentor teachers to create inclusionary classroom contexts that foster high levels of student self-efficacy, create caring and authentic relationships between teachers and their students, promote self-management and self-control among students, support student self-determination, foster effective peer relationships, and strengthen home-school collaboration.

Grant Number: H029K970113

Project Case-Link

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will develop and pilot a case- and problem-based-learning special education course that brings together trainees from various programs within the University of Santa Barbara. The workshop course will become a national model to develop, test, and disseminate the instructional strategy for preparing preservice and inservice regular and special education teachers to develop the knowledge, attitudes, and team problem-solving skills needed in the current environment of school reform to more successfully implement inclusive education for children with disabilities.

Method: Specifically, the project will design, develop, test, and disseminate two components: a case- and problem-based multi professional training course, and an interactive World Wide Web-based support package that will be capable of supplementing traditional introductory special education courses. The project, assisted by a national consortium of 20 teacher training colleges and universities, is expected to be a national effort with immediate and prominent effects and replication.

Grant Number: H029K970122

Project LIGHTS (Language and Intelligence: Grappling with Hard to Teach Students)

Project Director: Westby, Carol; McKellar, Nancy
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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The goal of Project LIGHTS (Language and Intelligence: Grappling with Hard to Teach Students) is to enhance the ability of school psychologists and speech-language pathologists to work together to conduct assessments of difficult-to-assess students with cognitive and language impairments and accompanying social-emotional-behavioral difficulties. The purpose of these assessments is to identify what facilitates and what compromises a child's performance and to use the knowledge gained in assessment to develop effective interventions.

Method: Project LIGHTS will develop three interactive CD-ROMs with manuals which will demonstrate strategies for conducting ethnographic interviews with parents and teachers, for assessing difficult to teach students, and for using assessment information to develop intervention plans. The interactive CD-ROMs will be used to educate speech-language pathologists and school psychologists, specifically the following groups: graduate students in their degree programs, professionals attending their state conventions, professionals in rural districts (via interactive television), and other professionals who independently use the CD-ROMs and manuals.

Grant Number: H029K970124

TECH for TOTS: Assistive Technology for Infants and Young Children

Project Director: Aller, Sonia K.
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213-669-2300

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of Tech for Tots is to increase the preservice training capacity of university-based personnel preparation programs and the inservice training capacity of state and federal service coordinating agencies, service provider agencies, and University Affiliated Programs nationwide.

Method: The project goal is to produce a disseminable, modular, multidisciplinary curriculum based on developmentally and educationally appropriate practices, which will improve the competencies of all personnel serving infants and young children with assistive technology needs, including occupational therapists, speech and language pathologists, nurses, psychologists, social workers, physicians, service coordinators, family resource specialists, and early intervention specialist personnel. To accomplish this goal, the project will develop, field test, and disseminate a curriculum (instructional material and video tape) comprised of five modules. Formal linkages with various educational entities in California will facilitate adequate testing of the curriculum for preservice and inservice audiences and full statewide impact.

Grant Number: H029K970125

Parents in Personnel Preparation: A Statewide Model for Involving Parents in Instructional Roles

Project Director: Espe-Sherwin, Marilyn; Mahoney, Gerald
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330-633-2055

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The purpose of this project is to build on several previous efforts in Ohio by developing a statewide model for promoting greater levels of participation in personnel preparation by parents of children with disabilities. The project will focus on developing the following components: parenting skills, access to parents, and faculty receptiveness to parent participation. The project is a cooperative effort among hospitals and educational institutions.

Method: The model to be developed by the project intends to train and mentor parents to serve as partners with faculty from a variety of disciplines across Ohio and it will provide incentives for higher education faculty to incorporate these parents as partners. A strategic plan will be developed and implemented for leveraging ongoing financial support for parent participation. Materials will be developed to be used by parents serving in instructional roles, and these materials will be disseminated nationally.

Grant Number: H029K970133

Cultural Interfacing: Preparation of Personnel to Work with Native Americans

Project Director: Johnson, Jeannie
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Beginning Date: 8/06/97
Ending Date: 8/05/00

Purpose: This project addresses the shortage of qualified individuals to provide speech, language, and hearing services to Native Americans by recruiting qualified Native American students committed to serving the Native American population and by preparing these students to take on service and leadership roles.

Method: Through an innovative clinical delivery model that provides an extension of Native American culture into the academic setting, Native American and non-Native American students will work as members and leaders of cross-disciplinary, multicultural teams. The project establishes a critical mass of Native American students within the department from which students derive psychosocial support that acknowledges this community-focused element of the culture and which is extended through professional mentorship and academic instruction. The project will support a total of 12 Native American students, six of whom are expected to receive bachelor's degrees and five of whom are projected to receive master's degrees. The project will develop a series of three interactive multimedia units in compact disk format to be distributed broadly.

Grant Number: H029K970187

Enhancing the Skills of Inclusion and Special Education Teachers Working with Students Who Display Challenging Behaviors

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Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: This project proposes to develop, evaluate, and disseminate an interactive training program for elementary and middle school level inclusion and special education teachers targeting classroom behavior management skills. It will provide preservice and inservice teachers with opportunities to make decisions and practice behavior management skills while working at a computer terminal using a CD-ROM-based program.

Method: Motion video on the CD-ROM will depict common behavior management problems, provide teachers with decisions to be made, and allow them to branch to probable outcomes based on their decisions. The video program will be accompanied by a manual providing practical information on behavior management and instructional adaptation strategies. The project will be disseminated nationwide using the resources available at Utah State University and will be marketed to both special and regular educators working in inclusive classrooms with students who exhibit challenging behaviors.

Grant Number: H029K973002

An Academy: Linking Teacher Education to Advances in Research

Beginning Date: 12/01/97
Ending Date: 11/30/00

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Purpose: The purpose of this project is to improve instruction by infusing research-based interventions into the teacher education curriculum and making them available to practicing teachers.

Method: Researchers and teachers from across the country will help select research to be translated into instructional modules which will be developed in print and electronic media. The instructional programs on research-based interventions will be designed to assist faculty members in moving from their current teaching styles to methodologies that are more performance-based, tied to the realities of the classroom, and use emerging technologies. A common thread of this project is the use of technology to enhance collaboration among faculty, teachers, students in training, and the research community.

(84.325H)
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

Grant Number: H325H980006

American Indian Special Education Teacher Training Program

Project Director: Gajar, Anna H.; Tippeconnic, John W.
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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project will continue the program at the Pennsylvania State University to prepare American Indian (AI) special educators who will provide direct services to AI students with disabilities and work with classroom teachers serving these students in the mainstream.

Method: The project will offer seminars to integrate the standard curriculum with AI cultural knowledge, require course work in educational administration, provide contact with the Bureau of Indian Affairs for the purpose of becoming familiar with studies and concerns of AI special educators, and offer extensive practica with children with disabilities in mainstream and integrated settings. Between 12 and 15 Master of Education degrees in Special Education will be awarded to AI students through this project.

Grant Number: H325H980026

Certification of Linguistically and Culturally Competent Speech-Language Pathologists to Serve Minority Language Students in California

Project Director: Madding, Carolyn
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will prepare 30 trainees for full national and state certification and will assure bilingual and bicultural competencies for addressing the speech and language needs for minority language students in California schools. This effort will recruit, educate, and retain bilingual students to serve speech-language disabled students in their native Spanish, Vietnamese, Cambodian, or other languages. The project is designed to address the critical shortage of speech-language pathologists who can meet the unique educational, cultural, linguistic, and familial needs of communicatively disordered language minority children and youth ages three to 21.

Method: In each of its three years, this project will train five bilingual and five bicultural/emerging bilingual students. Each trainee will receive tutoring from advanced graduate students, mentoring from other bilingual students, and guidance from the project director. Selected trainees will sign an agreement for two years of school service for each year of support (or repayment). It is anticipated by the end of the project that all trainees will complete the M.A. degree, will be fully certified, fully bilingual, and will be employed in California schools to address the needs of bilingual/bicultural communicatively disordered students.

Grant Number: H325H980028

North Carolina Transition Services Cooperative Preparation Program

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project, a collaboration between the Special Education Program at the University of North Carolina and the Division for Vocational Rehabilitation of the state's Department of Public Instruction, will improve and expand the collaborative personnel preparation program to provide preservice graduate training to professionals interested in careers as transition coordinators, transition teachers, or special population coordinators working with students with high-incidence disabilities.

Method: The coursework will be provided via an interactive network at three partner universities, thus facilitating access by transition-related professionals across North Carolina and enabling them to complete coursework leading to a graduate certificate in supported employment and transition. A total of 80 students are expected to be certified during the project. Training manuals will be developed for each course and disseminated to special education teacher programs in North Carolina; an instructional Web site will be developed.

Grant Number: H325H980031

Preparation of Graduate Students to Serve Children with Communication Disorders in Urban Schools

Project Director: Guilford, Arthur M.; Champion, Tempii B.
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will develop a unique program to provide specialty training for speech-language pathologists desiring to develop competencies in multicultural literacy, work with families, consult and collaborate with teachers, and improve literacy skills across the school's curriculum. The program incorporates academic course work and supervised clinical practicum experiences. Emphasis on appropriate, knowledgeable and skillful service delivery to minority populations, including African American and Hispanic, will be incorporated into these competencies. Goals established include: 1) to increase the number of minorities and individuals with disabilities in the field of Communication Sciences and Disorders; and 2) to create a specialized program that will prepare students and professionals to serve students in high poverty and urban school settings.

Method: Activities will incorporate the use of recruitment strategies and incentives; course work and practicum experiences focusing on cultural and linguistic diversity and service delivery in inner city high-poverty schools. Positive outcomes will include: 1) a reduction in the critical shortage of speech-language pathologists working in the schools; 2) recruitment, education, training, and placement of personnel; and 3) the generation of a graduate curriculum in cultural and linguistic diversity that will reflect minority sensitivity capable of replication across the United States.

Grant Number: H325H980033

DIALS (Distance Instruction for All Learners)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: DIALs (Distance Instructional Assistance for All Learners) aims to increase the number of rural and inner city special education personnel for the high incidence population. DIALs is a new and innovative collaborative, distance learning, field-based personnel preparation project that addresses the completion of certification, undergraduate, and graduate requirements for special and regular education teachers and paraprofessionals-to-teachers serving children of high incidence disabilities (including mental retardation, emotional disorders, and mild-moderate learning disabilities) in southwest Florida.

Method: DIALs was designed, developed, and constructed by the Greater Tampa Bay Special Education Consortium (GTBSEC), a partnership of school districts and three campuses of the University of South Florida. DIALs consists of a synchronous two-way video and audio interactive system in real time using on-site mentors combined with Web site and e-mail support. The provision of quality distance education will enable special education teachers and paraprofessionals, who have been denied access to campus-based programs, to become state certified and pursue careers in special education, respectively. The project will actively recruit participants from diverse underrepresented backgrounds and from areas classified as high poverty.

Grant Number: H325H980035

Chrysalis Program: A Comprehensive Program to Prepare Ethnic Minorities and European Males for Special Education Positions in Urban Schools

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: In response to severe ethnic minority and male teacher shortages, this project will collaborate with county agencies to train, support, and provide teaching positions for African American, Hispanic, and Anglo men to teach urban children with disabilities. The Chrysalis program is designed as a social action program to improve cross-cultural relationships among preservice teachers and across cultural communities.

Method: Twenty men will be recruited and enrolled in the program each year. They will attend seminars on urban education and professional development issues and skills, and they will be provided with multiple supports to prepare them to teach urban children with disabilities. The program will use previously identified strategies for recruiting and retaining under-represented ethnic minorities and men desiring to teach these children.

Grant Number: H325H980037

Northeast Florida Educational Consortium/University of Florida Collaborative Teacher Education Program

Project Director: Sindelar, Paul T.; Corbett, Nancy
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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project is a collaborative effort involving the Department of Special Education at the University of Florida (UF) and the Northeast Florida Educational Consortium (NEFEC). The purpose of this project is to increase the quantity and improve the quality of teachers of students with mild disabilities specifically in rural areas of North Florida, by developing or improving, and implementing, programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. The major objective of this project is to offer an off-campus preservice teacher education program.

Method: The program philosophy comprises the following five elements: 1) eco-behavioral orientation; 2) multidisciplinary orientation; 3) commitment to least restrictive placement, continuum of services, and parent participation; 4) multicultural orientation; and 5) commitment to improving school practice through collaboration between university faculty and teachers (and other school personnel) on such activities as conducting teacher-initiated action research, supervising practicum students and interns, teaching methods courses in preservice curriculum, and providing for the professional development of teachers. The project is designed for paraprofessional teacher assistants. By completing this program, teacher assistants earn bachelor's degrees in special education and qualify for teacher certification. The project will span three years and 30 participants will be graduated and certified. The UF undergraduate special education curriculum will be offered at centrally located sites in NEFEC counties. The UF curriculum will be offered during summer terms and taught by UF faculty and NEFEC personnel. The clinical element of the UF program will be modified to meet the specialized needs of the trainees. The clinical component will be offered during the school year, in the settings where teacher assistants work.

Grant Number: H325H980048

Reaching American Indian Special/Elementary Educators (RAISE)

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The RAISE (Reaching American Indian Special/Elementary Educators) project will prepare both Navajo and non-Navajo students to earn dual certification in special and elementary education, to teach in impoverished rural and remote areas, and to work in inclusive school models with culturally and linguistically diverse populations.

Method: Over the three years of the project, two cohorts of up to 20 students each will participate in a three-semester program designed to prepare them to provide educational services to children in remote and rural areas. Students will also be trained to work with American Indian students and to deliver services in an inclusive school model that encourages high family involvement. Faculty from Northern Arizona University will provide seminars to RAISE participants via interactive television.

Grant Number: H325H980050

Paraeducator to Educator: A School-University Preservice Partnership Program

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will provide a comprehensive career ladder training program leading to a Bachelor's degree for paraeducators from two school districts in southern California. Paraeducators will be assisted in providing better services to children with high-incidence disabilities, while preparing them to become fully qualified teachers of special and regular education.

Method: The training group will be diversified through the recruitment of paraeducators from under-represented populations, including those with disabilities or those who are members of racial or ethnic minorities. The training will mostly be conducted at school district sites, allowing the paraeducators to stay within the communities. The project will reinforce partnerships among the school districts, local community colleges, and the university. A total of 45 paraeducators will be trained over the three years of the projects.

Grant Number: H325H980058

Preparing General Educators to Serve Students with Emotional/Behavioral Disorders in Inclusive Rural Education Settings

Beginning Date: 9/01/98
Ending Date: 8/31/01

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Purpose: This project will enhance the supply of well-prepared, certified teachers to serve in rural areas, particularly for students with emotional disturbances, and will improve the quality of preservice preparation focusing on inclusive schooling practices.

Method: Over the three-year project, 30 practicing rural general educators will receive preparation to obtain full certification to teach students with mild/moderate emotional disturbances and to provide support and staff development for implementing inclusive practices at their rural home schools. Rural general education teachers will gain access to programs to improve their professional skills and the opportunity to acquire the knowledge and skills to serve students with emotional disturbance in inclusive settings.

Grant Number: H325H980064

Master's Degree in Special Education for Department of Defense School System Teachers

Beginning Date: 10/01/98
Ending Date: 9/30/01

Project Director: Burke, Philip; Page-Voth, Tori
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Purpose: The Special Education Department at the University of Maryland will offer a Master's degree preservice program to prepare teachers in the Department of Defense School System in Germany. This preservice program will address the critical present and projected needs of students with high incidence disabilities both nationally and in the Department of Defense Schools.

Method: The Department of Defense schools in Germany are staffed by American teachers, serve students who are the dependents of U.S. military personnel overseas, and are part of the U.S. public school system. There is a critical need for preservice preparation in special education for teachers teaching in the Department of Defense school system. This program will provide a Master's degree in special education for 27 teachers who would otherwise be unable to improve their skills. The program will address three areas of critical importance: 1) working with culturally, ethnically, and racially diverse groups; 2) services for students with challenging and disruptive behaviors; and 3) services to young children. Additionally, the program improves a past program by focusing on three critical areas of training: 1) effective strategies for inclusion of students with disabilities; 2) collaboration and co-teaching abilities of general and special educators; and 3) the development of meaningful partnerships with families.

Grant Number: H325H980065

M.A. Special Education Project: Recruitment Enhancement and Cohort Training

Project Director: Baca, Leonard
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The REACT (Recruitment Enhancement and Cohort Training) Project is designed to address the lack of teachers from diverse cultural and linguistic backgrounds and the ongoing need for training programs at colleges and universities to remain knowledgeable about current research and changing practices in K-12 special education programs. The project is a partnership between the BUENO Center for Multicultural Education at the University of Colorado and several school districts and the state department of education.

Method: The project will provide an opportunity for 20 practicing teachers to participate in a bilingual/multicultural Master's program and an endorsement preservice project. An intensive recruitment effort will focus on candidates with disabilities, candidates who are male, and candidates who are from culturally and linguistically diverse backgrounds. Students will be provided with support and mentoring during the coursework and will participate in meaningful practica and field-based experiences. The project hopes to close the gap between research/theory and practice by involving school district personnel, parents, and the state's department of education, to substantively inform the special education program at the University of Colorado.

Grant Number: H325H980075

A Careers in Special Education through Committed University Collaboration Project

Project Director: White, Richard
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This personnel preparation project will result in a Master's degree and initial licensure in special education for 30 graduates from North Carolina's Historically Black Colleges and Universities (HBCUs).

Method: This graduate preparation program offers initial licensure in behavioral-emotional disabilities, learning disabilities, mental disabilities, and cross-categorical disabilities to a cohort of liberal arts graduates from the state's HBCUs. Program participants will be individuals who have made a "later in life" commitment to a career in teaching and to the service of students with disabilities. The project will document that graduates from the program, particularly students of color, will enter jobs serving students with disabilities in high poverty rural or inner city areas at a higher prevalence than previously.

Grant Number: H325H980076

CONSEPT - Consortium for Special Education Paraeducator Training

Project Director: McGrail, Deb; Mesics, Linda
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project, a partnership among three community colleges, will develop and implement a new pre-service program to prepare paraprofessional personnel to serve children ages three through eleven with high-incidence disabilities through an associate degree program in special education. The three partners include: Lehigh Carbon Community College, Northampton Community College, and Reading Area Community College.

Method: The project will develop an associate in applied science degree program in special education to prepare paraeducators. The project will also offer an associate in arts program in special education so that the program will be transferable to four-year colleges for students who want to continue their education at the baccalaureate level in special education. About 180 students will be recruited and trained in the degree program and 45 students will graduate from an associate degree program in special education. These programs will be institutionalized and the program content disseminated to educators, government agencies, and professional associations to promote the credentialing and training of paraeducators in Pennsylvania and the nation.

Grant Number: H325H980078

SUPPORT to Implement IDEA '97: Supplying University Preservice Preparation for Organizing Resources to Teachers to Implement IDEA '97

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will improve the quality of special education support provided in general education settings to students with high-incidence disabilities, linking individualized education plans (IEPs) to statewide tests that define high standards. Preservice teachers will participate in seminars and practica that provide them opportunities to acquire knowledge and skill in making valid decisions about student participation in testing programs, the appropriate use of accommodations, development of alternative assessments, and strategies for reporting outcomes.

Method: Preservice teachers will be provided instruction and experiences to enhance their ability to implement current federal and state legislative mandates, including learning the basic tenets of formal and informal assessment systems and their alignment to state standards. Coursework and practicum experiences will be provided in the assessment of outcomes for making high-stakes decisions; emphasis will be on content, performance, and the opportunity to learn. The training will focus on using empirically supported practices to enhance the inclusion of students with disabilities in general education settings. Teachers will also receive training on developing IEPs aligned to general education classrooms. Preservice students will be paired with inservice teachers currently participating with other training efforts within the State of Oregon.

Grant Number: H325H980084

Personnel Preparation for Urban School Reform: Preparing Professionals to Improve Inclusion and Transition Outcomes for Students with Mild Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project revises the current master's degree program in Transition Special Education at George Washington University to address the pressing issues of inclusion in a time of increasing academic standards, the need for meaningful and coordinated transition planning, and the preparation of adolescents with disabilities meshed with the growing difficulties faced by urban schools.

Method: A cadre of urban special educators will be trained to be especially prepared for the rigors and challenges of urban education. New teachers will be recruited and prepared to enter urban teaching; these new teachers will receive first-time certification. General educators who are currently in the system will receive a second certification in special education. The project will prepare a total of 44 special education teachers at the secondary level for teaching in urban schools. Teachers will learn about the needs, resources, and talents of the students attending urban schools and how to work within a sometimes chaotic and unresponsive system to meet student needs, particularly of secondary special education students who are preparing to leave the school system to face the world.

Grant Number: H325H980085

Project Therapeutic Recreation-Special Education

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This collaborative project among the Departments of Recreation, Parks and Tourism, and Special Education, all within the University of Florida, will work with students with behavioral or emotional disturbances in school-based and community-based programs.

Method: The project will develop and implement an interdisciplinary preservice specialization within the existing therapeutic recreation and special education curricula to prepare Master's students to work with children and youth with behavioral or emotional disturbances. The project will stress recreation-based interventions for children and youth with emotional disturbances. A total of 90 Master's level preservice therapeutic recreation specialists and special education teachers will be trained by the project using curricula that incorporate course work and experiential partnerships with local education agencies that reflect wide contextual and student diversity.

Grant Number: H325H980093

Distance Learning Preparation of Master's Level Personnel to Serve Students with Communication Impairments

Project Director: Goldstein, Howard
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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project will provide Master's level training to Florida State University students, drawn from rural school districts in the state, who are likely to be retained for or who seek speech language pathology (SLP) positions in the schools. Trainees will be prepared to provide high quality SLP services to culturally diverse populations of students with disabilities, enhance their educational outcomes, and improve the quality of life for these students and their families.

Method: Training will be provided for generalists in SLP, and the program will be offered to Bachelor's level speech-language personnel working in public schools at three distance learning sites. Courses will be offered via interactive audio-video transmission, and opportunities for intensive supervised clinical practicum will be offered in four settings following relevant coursework and in conjunction with clinical practicum courses. The program will emphasize development of critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive programs. Regional coordinators will serve as co-instructors for didactic courses, as clinical coordinators for students at their sites, and as clinical supervisors. Through the ten semesters of this project, 36 students will acquire Master's level expertise in communication science and communication disorders.

Grant Number: H325H980094

Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will develop a model for the State of Indiana for a comprehensive system of personnel development in adapted physical education as well as for a collaborative and comprehensive program for the training of adapted physical educators.

Method: Three universities will target specific groups of students or teachers and will share certain learning experiences with students from other universities. Ball State University will prepare undergraduate students to be certified adapted physical educators and will provide additional preparation for students at the other two locations in the areas of sports activities for persons with high incidence disabilities. In all, 45 students will be certified as adapted physical educators and 15 will receive Master's degrees as adapted physical education teachers with certification. Additionally, students will receive collaborative learning experiences in physical disabilities and early childhood intervention. Additionally, 30 post-baccalaureate physical education teachers will acquire adapted physical education certification. All students will receive training in parent advocacy and inner city challenges.

Grant Number: H325H980095

A Collaborative Program to Prepare Master's Level Educators for Inclusive Schooling of Students with High Incidence Disabilities

Project Director: Alper, Sandra; Gallagher, Deborah
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Department of Special Education at the University of Northern Iowa (UNI), in collaboration with four year colleges around the state of Iowa, will establish a Master's degree teacher training program to prepare a cadre of educators to assist students with high incidence disabilities in achieving successful inclusion. The term high incidence disabilities refers to students with mild levels of cognitive, behavioral, and language disabilities; in Iowa, these students are currently identified as mentally retarded, learning disabled, or behaviorally disordered. This project will meet the greatest area of teacher shortage in the State of Iowa, where 25 to 35 percent of educators of students with high incidence disabilities are less than fully certified, and only 25 percent of all teachers have training beyond the Bachelor's degree.

Method: This new collaborative project combines the unique resources of the UNI with four-year colleges throughout Iowa, intermediate units (area education agencies), and local school districts throughout the state.

Highly qualified graduating seniors with general education majors at four-year colleges and teachers of students with mild disabilities currently employed in rural and economically stressed areas, but who are less than fully qualified, will be selected to participate as full- and part-time Master's students. Faculty representatives in general education will assist in identifying prospective trainees and advising them in the selection of coursework. The areas emphasized for training include: 1) informed inquiry and translation of theory into practice; 2) assessment, instructional methodologies, and curricular adaptations for inclusion; 3) consultation and collaboration; and 4) disabilities legislation. A total of 50 students is expected to receive training through the project, including 20 part-time and 30 full-time Master's students. Flexible options are available for both full- and part-time graduate study delivered on the University of Northern Iowa campus as well as broadcast to participants' home communities via the Iowa Communications Network fiber optic system.

Grant Number: H325H980098

Responsive and Reflective Special Educators of Students with High Incidence Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will revise, implement, and evaluate a program at the University of Pittsburgh to prepare teachers with the knowledge and skills to provide special education support for children and youth who have high incidence mental and physical disabilities and/or emotional disturbance.

Method: The program will focus on: core curriculum content and emerging models of instruction from the field of general education; increased collaboration between faculty and students from general and special education; strengthened technical expertise in special education in the areas of literacy and intervention for children and youth with emotional disturbance; and the blending of research and teaching to promote reflective practice. Student teachers trained by this project will conduct ten weeks of monitored literacy tutoring for students with reading disabilities, and will fulfill a variety of beginning support roles in both elementary and special education classrooms.

Grant Number: H325H980100

Learning, Emotional, and Behavioral Disabilities Teacher Preparation Program

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This preservice teacher education project will prepare individuals from minority groups to become teachers of students with learning, emotional, and behavior disabilities. It directly addresses the shortage of minority teachers in special education by preparing special educators from under-represented groups to work with students with high-incidence disabilities and their families who represent the cultural and linguistic diversity that characterizes large urban areas.

Method: This project will provide 30 Master's level students from under-represented groups in south Florida with a variety of educational and clinical perspectives and experiences that cut across related disciplines. The project will increase the number of special educators from minority groups working in an area of Florida that is about 85 percent minority. The training will involve several different departments within the University of Miami and will lead to initial certification in Florida in two areas of exceptionality: learning disabilities and emotional handicaps. Students will gain knowledge of and experience with validated instructional and behavioral strategies in the classroom; culturally competent, family-focused interventions; and effective collaboration, consultation, and communication.

Grant Number: H325H980101

Interdisciplinary Early Childhood Training Program

Project Director: Pretti-Frontzcak, Kristie; Barbour, Nancy
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The two procedural goals of this program are: 1) to increase the number of well-prepared personnel who are trained to work in high-poverty urban and rural areas serving children with high incidence disabilities through the education and mentoring of masters-level students; and 2) to demonstrate, evaluate, and disseminate an interdisciplinary model of masters-level preparation to address the need for interdisciplinary collaboration, family-centered services, and developmentally appropriate practices. The project will result in increasd numbers of personnel choosing to serve young children with high incidence disabilities in high poverty urban and rural areas across northeastern Ohio, and improved quality of training and experiences of Early Childhood Special Education personnel to better prepare them to combat the challenges presented when working in high poverty areas. The program will prepare at least 36 graduate-level students to work in positions that provide inclusive education and related services to preschool and primary-level children with high incidence disabilities who live in communities with high proportions of families living in poverty. All trainees will obtain professional licensure and/or masters' degrees in one of four disciplines: Early Childhood Special Education, Early Childhood Education, School Psychology, and/or Speech-Language Pathology.

Method: This program will directly prepare up to 24 full-time trainees to work within high poverty school districts and improve the values, knowledge, and skills of approximately 12 part-time trainees who currently work in four targeted high poverty school districts. Trainees will be required to complete discipline-specific coursework and will receive specialized training designed to help them become proficient across three themes identified as essential to the effective education and treatment of young children with high incidence disabilities. The three themes include interdisciplinary collaborative teaming, family-centered services, and developmentally appropriate practices. Training will be provided through three avenues: 1) a series of coursework co-taught by program faculty; 2) intensive, supervised practicum experiences in three different community-based settings; and 3) independent trainee research projects that will target issues pertinent to the education and treatment of young children with high incidence disabilities living in areas of high poverty. Program staff will initiate systems-level change by providing on-site training, technical assistance, and resources in conjunction with the four partner school districts' professional development plans. The program will engage in a number of activities designed to specifically recruit trainees from commonly underrepresented populations. Extensive support both on-the-job and within the campus will ensure candidate retention. Program supports and activities will also be implemented to place trainees into jobs where they will work with young children with high incidence disabilities in poverty communities across Ohio.

Grant Number: H325H980104

Preparation to Improve Services for Children with High-Incidence Disabilities

Project Director: Rush, Gary
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: Louisiana State University in Shreveport (LSUS) has developed this project to enhance the preparation of personnel to serve children with high incidence disabilities. The project will offer services and activities to improve and expand preservice education and training opportunities and career success of students enrolled in special education baccalaureate and graduate courses. The project will also foster expanded partnerships with local public school districts, thus increasing the regional and national capacity to serve children with high incidence disabilities, as well as improving school district and individual institutional climates supportive of inclusion strategies and best practices. The project includes strategies for recruiting students from underrepresented populations, including students with disabilities, and will demonstrate that a majority of LSUS special education program graduates consistently enter jobs in which they serve children with disabilities in high poverty rural and inner city areas.

Method: Project components include: recruitment of disabled and minority students; student support activities to increase the success of both undergraduate and graduate students in special education careers; curriculum modules to increase inclusion knowledge and skills for preservice personnel; field-based practica in diverse settings; enhanced partnership with local education agencies; and evaluation/dissemination strategies to expand best practices.

Grant Number: H325H980108

Project CAPS: Collaboration for Achievement in High Poverty Schools

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The CAPS project will address specific recruitment and preparation needs by accomplishing the following goals: 1) recruit and prepare special educators with dual special/elementary licensure from underrepresented groups (minority and bilingual students and students with disabilities) through targeted outreach; 2) establish an ongoing partnership with the Oregon Department of Education, rural school districts, and rural colleges to recruit and prepare special educators for rural communities; 3) over three years, prepare 56 special educators who are highly competent to collaborate with classroom teachers, parents, and diverse communities in high poverty urban and rural schools using school-university partnerships, research-based practices, field experiences, and action research; and 4) over three years, prepare 56 special educators who are highly qualified to improve the achievement of students with mild disabilities in the general education standards-based curriculum and assessments.

Method: The CAPS Project will implement a strategy to recruit persons from underrepresented groups to special education teaching. The Portland State University (PSU) School of Education, area businesses, and the Portland school district have together supported the Portland Teachers Program (PTP), a career ladder program for persons of color, for ten years. Through the PTP, the project will have ongoing contact with minority high school and undergraduate students who have chosen to prepare for a teaching career. In addition, the project has established an ongoing partnership with the Oregon Department of Education to connect with rural school districts and rural colleges to recruit students for the dual-preparation program. In classes and practica experiences, the dual preparation program will focus on: collaboration skills for inclusion of students with mild disabilities, multicultural education and the role of special educators in providing appropriate prereferral interventions and nondiscriminatory assessment for bilingual/bicultural students, merging IEP and standard-based goals for students in general classrooms, helping teachers engage in planning and instruction that will meet the individual needs of underachieving and special needs students in the restructured curriculum, and providing modifications and adaptations of performance assessments. Practica sites have been established with culturally/linguistically diverse schools that are most advanced in implementing inclusive models.

Grant Number: H325H980110

USC School-Based Occupational Therapy Training Project

Project Director: Kellegrew, Diane
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will prepare school-based occupational therapists to provide services to children with high-incidence disabilities in school settings. Training applicable to school settings will be given in order for graduates to implement an educational paradigm while providing therapy services to students in inclusive classrooms.

Method: The project will train 42 entry-level Master's occupational therapy students from diverse backgrounds to meet the needs of children with high-incidence disabilities. Students will receive research-based, integrated course work that promotes clinical reasoning as well as fieldwork placements that incorporate inclusive school sites in rural, culturally diverse, and high-poverty settings. The project will be coordinated among various agencies of the state government and local school district education agencies.

Grant Number: H325H980115

Interdisciplinary Preservice Preparation for Personnel Serving Preschool/Primary Children and Families in Culturally and Linguistically Diverse Urban Settings

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Beginning Date: 12/01/98
Ending Date: 11/30/01

Purpose: This project will recruit and prepare personnel from three disciplines to provide services to young children with disabilities and their families within an interdisciplinary model: special education, occupational therapy and speech-language pathology. Participating students will be from groups that have been underrepresented in the target disciplines, including: 1) African American, Hispanic/Latino, Native American, Southeast Asian, and male populations, and 2) financially disadvantaged students.

Method: Project faculty will collaborate across the target disciplines and with family members and community professionals to meet the following specific project objectives: 1) to recruit students from underrepresented groups for the post-baccalaureate and/or master's degree program in special education and the master's degree programs in occupational therapy and speech-language pathology at the University of Wisconsin-Milwaukee; 2) to provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; 3) to provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas; 4) to develop students' competencies in incorporating technology; and 5) to facilitate employment of students within settings that require knowledge, skills, and competencies that will be acquired through the project. Students will develop the identified competencies through enrollment in specialized courses and field placements. Students will be assigned as "interdisciplinary teams" to required field placements that incorporate an interdisciplinary team model. During each year of the project, 18 students will be recruited, including six post-baccalaureate or graduate students in special education, six graduate students in occupational therapy, and six graduate students in speech-language pathology. By the end of the project, a total of 54 students will have been recruited.

Grant Number: H325H980118

Preparing Minority Teachers to Instruct Young Children with High-Incidence Disabilities: A Master's and Endorsement Program

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project of the University of Miami's School of Education will improve the quality of special education personnel in Florida and throughout the nation by preparing high-quality minority teachers of young children with high-incidence disabilities.

Method: The program will provide support for 39 minority students to participate in a preservice program at the graduate level. It will offer students two program options: either a Master's degree with certification in varying exceptionalities and an endorsement in early childhood special education (ECSE), or merely the ECSE endorsement. Major elements of this interdisciplinary training program include education in child development, working with families, collaboration with general education, and assessment and intervention of young children with high-incidence disabilities. As part of the training, students will receive field experience in a variety of sites serving children with and without disabilities, and they will complete internships in a center serving children with high-incidence disabilities.

Grant Number: H325H980126

School Psychologists as Behavioral Consultants across Home and School Settings: Meeting the Needs of Students with Behavioral and Emotional Disabilities in the Regular Classroom

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project responds to state, regional, and national needs to train school psychologists as consultants to parents and teachers of children with serious behavioral and emotional disabilities in the regular classroom, serving children in poverty in urban and rural areas of the State of Nebraska. It focuses on promoting the preparation of preservice related services personnel and utilizes validated, innovative approaches to training to benefit children and youth with behavioral/emotional disabilities.

Method: The project will develop a consultation specialization in the school psychology program at the University of Nebraska to emphasize "conjoint behavioral consultation," which coordinates services delivery by all service providers in a classroom. The project promotes increased collaboration among school psychologists, families, special education, and general education to address the needs of students with behaivoral/emotional disabilities. This three-year program will recruit and train six school psychology graduate students per year, who will in turn serve up to 90 parents, teachers, and students over the duration of the project.

Grant Number: H325H980129

Interdisciplinary Special Education Teacher Preparation for the Education of Students with Learning, Language, and Related Disabilities in Inclusive High Poverty Settings (Interstellar Project)

Project Director: Bos, Candace; Fletcher, Todd
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goals of the Interstellar Project are to: 1) prepare teachers and supervisors/education specialists with interdisciplinary and collaborative knowledge and skills to effectively assess and educate students with learning disabilities and related disabilities in special education and inclusive settings in high-poverty urban and rural schools; 2) recruit well-qualified students from underrepresented populations; 3) prepare and assist graduates to assume positions that serve high-poverty students; and 4) use a collaborative partnership model of personnel preparation through university-school partnerships. The project will prepare 18 to 20 special education teachers and supervisors/educational specialists.

Method: The program has been uniquely designed to include: 1) coursework in education, special education, learning disabilities, language, and literacy; 2) specialized competency areas in cultural and linguistic diversity; multidisciplinary teaming and collaboration, and supervision/staff development (Ed.S. only); 3) supervised experiences in an interdisciplinary clinic for students with learning and other related disabilities; 4) a variety of field-based experiences in special education and inclusive settings including partnership sites at three urban schools with high poverty students and with culturally diverse students; and 5) collaborative experiences with general and special educators and specialists. Special Education and Rehabilitation Department Faculty have partnered with faculty in the Department of Language, Reading, and Culture, Department of Teaching and Teacher Education, and Department of Speech and Hearing Sciences and with professional development sites in the Tucson Unified School District and Sunnyside School District to design a preparation program that provides: interdisciplinary preparation; collaborative emphases between special and general educators; field-based experiences through university-school partnerships; research-based methods of assessment, teaching, and collaboration; and a focus on educating diverse students in high poverty, urban, and rural areas. The program, which will provide professional preparation and M.A. and Ed.S. degrees, will demonstrate that a majority of the graduates enter jobs that serve children in high-poverty urban and rural settings.

Grant Number: H325H980131

Finding and Keeping the Best: A Rural Regional Partnership for Recruiting and Retaining Teachers for Children with High-Incidence Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will recruit, prepare, and support 75 special education teachers for pupils with high incidence disabilities in high-poverty rural schools. Specialized recruitment strategies are designed to attract and support candidates from underrepresented populations, including those with disabilities. California State University, Chico, has formed a consortium with 46 county offices and school districts to offer an alternative training program that meets changing needs of rural California. The project combines local, university, and federal resources for the aggressive recruitment, accessible training, and structured support necessary to alleviate the serious and persistent shortage of fully credentialed special education teachers in the region. In addition to an increase in the number of specialists, the rural area served by this project demands also a changing diversity among its future teachers in order to better reflect the increasing diversity of the region itself.

Method: The project continues the tradition of a regional internship structure for special education trainees, one that has placed 90% of its graduates since 1987 in high poverty areas. The project's strategies are designed to recruit students from underrepresented groups, including students with disabilities. California State University at Chico and 46 local education agency partners assertively recruit individuals who can both reflect and assist the changing population of rural California. Training in the wide range of technical and consultative skills needed by today's special educator will be accessible at full-day classes, at regional training sites, through interactive instructional television, and in intensive summer sessions. In addition to formal training, a "safety-net" or support network will be built around each trainee. Extensive support both on-the-job and within the campus ensures candidate retention. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the preparation period. Other key features of the project are the following: 1) collaboratively designed university-public school joint recruitment, training, and support program; 2) intensive on-the-job training in rural areas; 3) accessible coursework via interactive television, release day seminars, electronic networking, and summer sessions; 4) revitalization of local rural specialists in new roles as mentors; 5) specialists trained in an interdisciplinary context; and 6) curriculum driven by research and best practices literature in assessment, pedagogy, collaboration, and multicultural understandings.

Grant Number: H325H980133

Community Partners: Preparing Personnel to Create Caring Communities for Students with Emotional/Behavioral Disorders

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goals of this project are to increase the number of licensed special education teachers in emotional and behavioral disabilities (EBD) by recruiting qualified students from underrepresented populations; to prepare teachers to provide a school-wide program for EBD students or students at-risk of being EBD based on research-based practices and instructional programs; to develop five demonstration collaborative programs each year; to develop a portfolio model of evaluation at North Carolina Central University (NCCU) in which participants will demonstrate mastery of identified competencies in field experiences through action projects and performance-based assessment; and to prepare schools and teachers to meet the needs of students from culturally diverse populations who are at-risk of being EBD.

Method: A model for providing school-wide services to students from diverse populations will be developed through a collaborative partnership of North Carolina Central University (NCCU), Wright School Re-Ed Center, and Durham Public Schools. All participants in the program will complete a part of their field experience in the Wright School program. Demonstration programs will be developed in five Durham Public Schools. Each school will participate in training and support for a team consisting of EBD teacher(s), prinicipal, psychologist or counselor, regular classroom teacher(s), mental health personnel, and parent. During the first year, each team will develop a school-wide caring community plan based on a self-administered best practices needs assessment. On the basis of this assessment, schools will develop a project to support competent social behavior of EBD students. During the second year, NCCU Project Faculty will work with African-American and Latino EBD students and parents to develop culturally sensitive instructional programs within the demonstration schools. During the third year of the project, faculty and staff at the demonstration schools will be trained to be on-site trainers for other schools and NCCU interns. Five full-time NCCU students will work in the target schools for 20 hours a week and function as part of the school team.

Grant Number: H325H980134

Project UTEEM — Recruit

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project UTEEM-Recruit will support the improvement of an ongoing successful pilot master's program to increase the capacity and quality of preservice training for underrepresented populations. The goals of the project are: 1) to increase the number of ethnically and linguistically diverse licensed teachers to serve young children with high incidence disabilities, including those with limited English proficiency, in early childhood classrooms (pre-K to grade three); 2) to develop sustained partnerships with high poverty school and community programs serving children with disabilities and their families, including those with limited English proficiency; and 3) to implement family-professional collaborative instruction to increase the program's capacity to prepare teachers to work with diverse families.

Method: This training program builds upon the experience of George Mason University's pilot Unified Transformative Early Education Model (UTEEM). This unique interdisciplinary preservice education program prepares personnel to work with culturally, linguistically, and developmentally diverse young children and their families in a variety of inclusive community settings. The model derives its knowledge base from the four disciplines of multicultural education, bilingual/ESL education, early childhood education, and early childhood special education. The program will recruit and support 30 individuals from ethnic and language minorities for participation in the two-year master's program. At the end of the training, these individuals will receive Virginia licensure in early childhood special education (birth to age five) and early childhood education (pre-K to grade three) and an endorsement in English as a second language education. The project will reach out to ethnic and linguistic community resources in the Washington metropolitan area for its recruitment efforts, including two rich pools of diverse applicants: the paraprofessional/non-licensed practitioners working in educational settings in the geographical area, and the undergraduate minority students at GMU. The project maintains a partnership with one Head Start site which pays UTEEM interns for the services they provide as teachers and family services providers. A family member of a child with disabilities will be hired to work as a co-teacher, so that preservice students will benefit from the enhanced and broaden integration of family perspectives in all programs.

Grant Number: H325H980144

Diagnostician 2000

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Beginning Date: 11/01/98
Ending Date: 10/31/01

Purpose: Texas A&M's Special Education Area has developed "Diagnostician 2000," a new graduate program to address Texas state needs for qualified special education personnel. Experienced educators will earn Texas

Educational Diagnostician certification, plus the M.Ed. in Special Education. This program leads the state in responding to IDEA 97 by creating new courses and restructuring others, and better meets Texas' Comprehensive System of Professional Development (CSPD) needs than any other program in the state.

Method: In collaboration with the Texas Region VI Education Service Center, the project will use distance education, video modules, and direct training to serve both its primary and secondary training audiences. The primary audience is an annual intake of 14 experienced general and special education teachers who will pursue the M.Ed. and Educational Diagnostician credentials via a five-semester, 43-credit hour program. The secondary audience is a large number of Region VI special educators, including special education teachers, assessment personnel, and special education administrators. Experienced general educators can also earn the Generic Special Education credential through extended coursework. Ten main program features ensure that "Diagnostician 2000" will strongly impact Texas' need for fully qualified and highly trained special educators. These include: 1) emphasizes assessment and programming for ethnic/linguistic minority (LEP) students; 2) meets newest IDEA 97-linked national and state-wide standards; 3) directly addresses Texas state Comprehensive System of Personnel Development (CSPD) needs; 4) offers best practices in Educational Diagnostician training in Texas according to national and Texas Diagnosticians content standards; 5) directly addresses Texas' major non-compliance issues; 6) has a framework of practical Admission, Review and Dismissal (ARD) concerns, rather than theory or isolated test practice; 7) impacts a secondary training potential audience of 1500 special education teachers, 200 assessment personnel, and 50 special education administrators; 8) recruits experienced teachers from rural districts for rural employment; 9) meets rural needs for a generalist Educational Diagnostician in a broad array of skills such as pre-referral assessment and intervention, legal interpretations, ARD manager and case manager, teacher consultation, and assessments of limited English proficient (LEP) students; and 10) training by several highly qualified professors with "front line" experience.

Grant Number: H325H990001

Project EXCEL - Training Exceptional Correctional Education Leaders

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: Project EXCEL (EXceptional Correctional Education Leaders) will establish an interdisciplinary correctional special education teacher training program at Louisiana State University (LSU) that will address the need for providing educational services for incarcerated youths with disabilities.

Method: LSU students will receive intensive research-based and field-based Master's level instruction that emphasizes their roles as effective systemic instructional change agents. The program design emphasizes leadership, effective instruction, and collaboration. Components include foundational research-based course work, field-based interdisciplinary core course work, collaborative partnerships, high-quality internships, action research opportunities, and change agent development.

Grant Number: H325H990002

Training Early Childhood Special Educators

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will improve the University of Pittsburgh's graduate-level preservice personnel preparation program by providing interdisciplinary training for early intervention personnel to serve preschoolers with disabilities.

Method: The project will graduate 15 personnel with an M.Ed. in Early Childhood Special Education and either a certificate in special education or early childhood education. It will graduate 13 personnel who are certified in either special education or early childhood education with an M.Ed. in Early Childhood Education. It will establish a program advisory board to improve the university's partnerships with local agencies that provide services to preschoolers with disabilities, their parents, and the state's early intervention technical assistance initiative.

Grant Number: H325H990003

Project RESPONSE

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Beginning Date: 6/01/99
Ending Date: 5/31/02

Purpose: This collaborative project will train special education teachers to service students with high-incidence disabilities such as learning disabilities and mild mental disabilities.

Method: The project will provide tuition stipends to 50 teacher candidates each year to entice them to become fully certified to serve mild/moderate disabled students. It will make a special effort to reach out to rural areas, where the greatest shortages occur. The project combines distance learning and field-based practica for the project participants.

Grant Number: H325H990016

Project EXCEL: A M.Ed. Training Program in Mild/Moderate Disabilities

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Beginning Date: 8/16/99
Ending Date: 8/15/02

Purpose: Project EXCEL is a M.Ed. program in mild/moderate disabilities designed to provide intensive training that reflects current pedagogical knowledge from research and effective practices. It also includes field-based multidisciplinary practicum experiences in a variety of settings.

Method: During its three years, Project EXCEL will mentor, train, and prepare 38 participants with the necessary knowledge, competencies, skills, and experiences to work effectively with children with high-incidence disabilities. The project will set up an Instructional Learning and Technology Center for students to acquire skills in the use of technology. Innovative and dynamic efforts will be made to recruit African American and other culturally diverse students, including students with disabilities.

Grant Number: H325H990018

Preparing Rural School Psychologists for "Full Service" Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will establish new training components that will enhance the preparation of specialist-level school psychologists to work effectively with students with high-incidence disabilities in rural schools.

Method: To address the continuing need for rural practitioners who can improve outcomes for children with high-incidence disabilities, the School Psychology Program at Alfred University will recruit and train 18 specialist-level school psychology students who are prepared to serve children with high-incidence disabilities and committed to practice in rural schools. The project will develop additional coursework in early childhood school psychology, prevention and intervention in rural schools, organizational change, and school reform, and it will develop internship sites in rural areas where these skills can be applied.

Grant Number: H325H990019

A Masters Program in Early Childhood Special Education — High Incidence Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will prepare master's students in early childhood special education at the University of Maryland to work with children ages 3-6 with high-incidence disabilities. It enhances an existing program to directly address the areas of teaching candidates from underrepresented populations and service to children with disabilities in high poverty areas. Additionally, it addresses state and national needs for improved preparation in the area of collaboration.

Method: The project will provide a program of coursework and field experiences that reflect the state of the art in early childhood special education for children 3-6 with high-incidence disabilities. It will enhance existing coursework and field experiences to focus on collaboration among professionals and families and issues facing teachers of young children with disabilities in low-income, urban areas. It will offer special supports to students in academic and social areas of need and make continuous improvements in the university's training program through partnerships.

Grant Number: H325H990023

Recruitment, Preparation, and Retention of Rural Special Education Personnel, Focusing on Teachers on Emergency Certificates, Paraprofessionals, and Community College Graduates.

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will implement a new rural special education training project, targeting trainees from 82 rural and high poverty school districts in the Deep East Texas area.

Method: The project will address the chronic shortage of fully qualified special education teachers in rural East Texas by preparing undergraduate students for the Bachelor of Science in Interdisciplinary Studies with a general Special Education teaching certificate and post-baccalaureate level students for that certificate or for endorsement. Special emphasis will be placed on incorporating materials on rural special education that focus on improving results for children with learning disabilities, mental retardation, and emotional disturbance; on meeting the special needs of such students in inclusive settings; and on recruiting teacher trainees who are culturally diverse. The project will incorporate distance learning into its curriculum to deliver quality instruction to school personnel who are unable to travel to on-campus training areas.

Grant Number: H325H990036

Professional Preparation to Reduce Special Education Teacher Shortage and to Improve Literacy Instruction

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Beginning Date: 8/24/99
Ending Date: 8/23/02

Purpose: This personnel preparation project addresses the following issues: severe shortage of qualified teachers, changing demographics, need for family involvement, and greater emphasis on early literacy.

Method: Teachers in this region of California need greater skills in early literacy, multicultural instruction, family involvement, and urban education. The objectives of this project are to: 1) recruit, prepare, and graduate 49 new, qualified mild-moderate disabilities teachers with a special emphasis on the elementary grades; 2) implement a field-based, culturally relevant preparation program that provides inclusive education in model urban field sites; 3) provide increased preparation in early literacy, family involvement, and multicultural and urban issues; 4) implement sustainable field-based collaboration and achieve complementary training activities; and 5) monitor and institutionalize program features, strategies, and outcomes to assure effectiveness and future support. The project is focused on Level I preparation of teachers, which takes one and a half years beyond a BA degree in an approved single or multiple subject major. At the end of Level I, the teacher in training receives a special education teaching credential.

Grant Number: H325H990041

DREAMS: Developing Rural Exceptional Educators to Address Multicultural Students

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The DREAMS Project (Developing Rural Exceptional Educators to Address Multicultural Students) is a field-based training collaboration in special education and elementary education between Northern Arizona University and local school districts. The project will train 58 rural preservice special education/elementary education teachers over a three-year period to delivery high quality services to rural linguistically and culturally diverse exceptional students.

Method: In addition to the 18 field-based students who will live in rural areas, the program works with 40 rural paraprofessionals, primarily Native American and Mexican American, who due to time, distance, and finances, are not able to attend the university to become certified teachers. Field-based participants will also travel to Mexico for Spanish language classes. All students will attend five courses via interactive instructional television.

Grant Number: H325H990043

Preparing Diverse Special Educators for Certification to Serve Students in High Poverty, Varying Exceptionality Settings (LD, BD, MR)

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The goals of this project are: 1) to increase the knowledge and skills of minority certified general education teachers through improved full-time preparation leading to special education certification; and 2) to provide participants with knowledge and skills needed for a facilitative role in involving all educators and parents in preparing for and implementing responsible inclusive practices in high poverty settings.

Method: Over a three-year period, 36 participants will receive preparation to: 1) achieve full certification and a Master's Degree to teach school-age individuals with mild/moderate disabilities; and 2) be prepared to implement inclusive practices in schools in high-poverty settings. This project will significantly improve the availability, content, and quality of a program to prepare special educators to serve students with disabilities in varying placements. Instruction will be available in four modes: 1) in-person group instruction; 2) videotaped episodes and examples of effective instruction from classrooms; 3) mentoring of new project participants in high-poverty school settings; and 4) on-line problem solving. Innovations include: 1) there will be improved recruitment of trainees from diverse backgrounds who desire to serve in high-poverty areas; 2) former program graduates will assist with recruitment of teachers; 3) former program graduates who are practicing in high-poverty school settings will assist with instruction and on-line instructional problem solving with new trainees as well as enhance project instruction by providing input based on field-validated instruction implemented in their classroom; and 4) parents from high poverty areas will be involved in the preparation of project participants concerning social, emotional, and academic growth of children with learning disabilities, behavioral disorders, and mental retardation.

Grant Number: H325H990058

Preparing Adapted Physical Educators in Rural Settings: Project "PAPERS"

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: Project "PAPERS" will provide coursework needed for the State of Florida adapted physical education teaching endorsement through an interactive multimedia distance education preservice professional preparation program on the World Wide Web.

Method: This program will target 60 physical education teachers who are currently employed in schools not geographically near the educational centers that have traditionally provided this coursework. Project PAPERS will deliver the four-course preservice program needed for the adapted physical education teaching endorsement to teachers in rural areas who are currently working with students who have high-incidence disabilities in regular physical education settings. The program will be guided by faculty at the University of South Florida School of Physical Education, Wellness and Sport Studies who are experienced in working with technology in physical education. Strategies to improve the enrollment of teachers from rural areas and teachers who represent minority populations will include statewide advertising of the program, priority enrollment status for teachers with minority backgrounds and those who teach in rural areas, and course reimbursement scholarships for teachers who are continuously enrolled in the program.

Grant Number: H325H990062

Training School Psychologists for Comprehensive Prevention and Intervention Services for Children at Risk for or with High Incidence Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project addresses the challenge of improving training programs for personnel at both the preservice and inservice levels who serve children at risk for or with high incidence disabilities (specifically, learning disabilities, and emotional and mental difficulties), while preventing students' academic, social, emotional, and behavioral problems or intervening with these students relative to their progress.

Method: The project will meet the above challenge by preparing at least 11 school psychology students per year over three years to integrate a research-based curriculum with empirically demonstrated practices. Trainees will serve at-risk or disabled students in a high-poverty urban setting for at least two days per week along with attending integrated university-based training. The project and its school psychology students will continue to systematically evaluate and maintain the program's pattern of increased achievement and integration of at-risk and disabled students in the general education curriculum; decreased student referrals to and placements into special education; decreased student disciplinary referrals to the principal's office, along with suspensions and expulsions; decreased student grade retention; and an increased positive school climate.

Grant Number: H325H990069

Middle/High School Urban Inclusive Teacher Corps

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The Secondary Urban Inclusive Teacher Corps will increase the quantity and the quality of teachers specifically prepared to teach students with high-incidence disabilities within diverse, multicultural urban inclusive schools.

Method: An existing New York State-approved masters level program for educators already certified in either elementary general education or a secondary content area has been revised to reflect the demands of the models of consultant teaching and co-teaching in urban secondary schools. This program will meet the new certification requirements in New York State for Middle Childhood (grades 5-9) and Adolescent (grades 8-12) Special Education. Four urban inclusive Professional Development School partnerships (two middle schools and two high schools) focused on inclusive schooling and high standards will be established within the Rochester City

School District. The partnerships will support Nazareth College's commitment to intensify field-based opportunities for teacher-trainees in schools reflecting wide contextual and student diversity, including high levels of poverty, and to actively collaborate with the field in transforming educational practice. Three cadres (12 preservice teachers each year) of masters-level teachers will be prepared to assume demonstration and leadership roles within secondary inclusive education. About 36 preservice students will receive tuition support during their training, while an additional estimated 200 graduate students will benefit from the revised coursework and expanded field-based training expectations. Graduates will have the values, knowledge, and skills to create and manage instructional environments that recognize and promote the achievement of excellence by all students, including students with high-incidence disabilities in urban secondary schools.

Grant Number: H325H990073

The Pennsylvania State University Rural Speech Language Program: A Collaborative Preservice Program to Prepare Master's Level Speech Language Professionals to Serve Students with Speech and Language Impairments

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The Pennsylvania State University-Rural Speech Language (PSU-RSL) Program will prepare 21 new speech language pathologists to work in the schools, especially in rural areas. Through multiple partnerships with consumers, public school personnel, speech language pathologists, state representatives, and national organizations, this program has been developed to meet: 1) the needs of children with speech or language impairments in the schools, and 2) the current and predicted chronic shortage of personnel, especially in rural areas.

Method: Through this master's level training program, students will learn the competencies and knowledge bases that will enable them to offer high quality services to children with speech or language impairments. Program components include: collaborative and team management techniques; influences of family dynamics on effective treatment; exemplary field-based practicum experiences; interrelationship between cultural, racial/ethnic, linguistic, and socioeconomic factors and speech or language impairments; and the benefits of informational and educational technologies.

Grant Number: H325H990083

Project SETS: Secondary Educators as Transition Specialists

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: Project SETS: Secondary Educators as Transition Specialists has two purposes. The first purpose is to address chronic and severe shortages of professional personnel serving transition needs of adolescents with disabilities in Nebraska. The second purpose is to provide high quality preservice preparation for individuals who will serve adolescents with disabilities at the secondary/transition level. School transition specialists will provide support to vocational, special, and general education teachers who serve students with disabilities in career/vocational/transition programming.

Method: The project will provide coursework and field experience in special and vocational education, research, transition planning, and vocational/educational programming for students from traditionally underrepresented populations, including those from urban and rural high poverty areas and students with disabilities. The project will also provide an endorsement program for school transition specialist (STS) for individuals holding a Bachelors degree in vocational or special education. School transition specialists (STS) will be prepared to provide direct services to educators such as: interpreting vocational evaluations, suggesting accommodations in curriculum, and planning students' transition from school to work. Program content will also include: monitoring student progress, facilitating transition to the work place, counseling students in career options, participating in the development of the individualized transition plan, and assisting in developing linkages with adult services. In addition, the project will provide a model for preparing personnel to provide comprehensive services at the secondary level which can be used by other programs in the state that offer preparation programs. The project will also evaluate the effectiveness of the project and disseminate project information.

Grant Number: H325H990084

Transdisciplinary Inclusive Practices

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will support the training of 25 graduate-level regular/special education teachers and related service providers (speech pathologists and school psychologists) per year, in a transdisciplinary model that will enhance their ability to effectively serve students with high-incidence disabilities in the regular classroom and to support students' successful transition into the community.

Method: Based on the notion that "it takes a village to raise a child," this project will train a cohort of students from different disciplines to build the necessary bridges among disciplines in the University, and between the University and anchor schools to create a "village" that focuses on effectively supporting students with high-incidence disabilities in order to achieve high expectations for these students' success. The anchor schools will provide field experience sites for the students and will be chosen based on their commitment to improving their ability to serve children with disabilities in regular classes and to provide meaningful access to the general education curriculum. This project involves the coordination of faculty and graduate students from multiple departments (special education, early childhood/elementary, middle grades, secondary, vocational education, psychology, and communication disorders) with a focus on three unifying themes: 1) transdisciplinary teamwork, 2) specific instructional strategies for inclusion, and 3) transitions across age, settings, practices and programs. Administrators, teachers, and specialists in the anchor schools will be invited to attend several staff development seminars provided to their school site via distance learning technology, to ensure that they are co-trained with the preservice students.

Grant Number: H325H990088

Project Renew: Renewing General Education Teachers for Teaching Students with Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The goals of this project are to: 1) increase the knowledge and skills of full-time certified general education teachers through preparation leading to full certification in mild/moderate disabilities; and 2) provide trainees with the skills and competencies needed for a facilitative role in improving educational practices and involving educators, parents, and other appropriate personnel in preparing for and implementing responsible inclusive practices.

Method: This project will alleviate the critical shortage of certified special education teachers in Louisiana and significantly improve the availability of special education teachers in the state, particularly in settings of urban and rural poverty. Innovations include: 1) regular education teachers will be targeted for preparation leading to certification in mild/moderate disabilities; 2) participants will be fully employed while being prepared; 3) competencies will be demonstrated in the students' home schools, which are in urban and rural poverty settings; 4) partnerships will be formed with University of New Orleans faculty and regional school parishes to provide for the necessary practicum settings. Over the three-year project, about 60 practicing regular educators will receive preparation to provide support and staff development for implementing inclusive practices at their home schools. Models will be developed that will be of use nationally.

Grant Number: H325H990091

The Preparation of Underrepresented Personnel in Therapeutic Recreation

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of this project is to increase the percentage of qualified African-American certified specialists in the field of therapeutic recreation.

Method: The project will work with the Department of Recreation, Parks, and Tourism at the University of North Carolina at Greensboro and with the physical education department at North Carolina Agricultural and Technical State University (an historically black institution) to prepare underrepresented undergraduate students for practice in therapeutic recreation with children and youth with disabilities. The project will train 30 and graduate 18 students from both universities to become certified in therapeutic recreation for children and youth with disabilities. Through the coursework developed by this project, the knowledge base of transitional and recreational programs for children in the school and community will increase. The specificity of training will also increase to include more hands-on experiences with children and youth with disabilities, and a transitional mentor program will facilitate the employment pursuit and placement of the trainees in the community through the development of a mentor network.

Grant Number: H325H990095

Preparing Speech Language Pathologists, Regular and Special Educators to Work as Collaborative Teams in Serving Children with Language-Related Literacy Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will prepare nine speech-language pathology students, nine regular education, and nine special education students across a three-year period to work as collaborative literacy teams in planning and implementing assessment and intervention for children in kindergarten through third grade with language and related literacy disabilities.

Method: Student preparation will include language and literacy development, assessment and intervention practices pertaining to each, kindergarten through third-grade curriculum, team processes, family-centered practice, and multicultural competence. Students will also be instructed in a creative service delivery model that will support them in collaboratively planning literacy activities across a variety of contexts.

Grant Number: H325H990099

Teaching Elementary School Students with Emotional Disturbance

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Beginning Date: 8/16/99
Ending Date: 8/15/02

Purpose: This project will prepare teachers at the master's level for elementary school students with emotionally disturbed (ED) functioning. The key features of the program are mastery of competencies, extensive field experiences, family involvement, and interagency collaboration.

Method: Each year 13 students will take part in a one-year full-time intensive experience leading to the master's degree as well as giving them needed skills and appropriate state certification. Trainees will master 10 competencies built around 67 teaching skills and knowledge areas needed for excellence in teaching elementary-aged students with ED. The extensive field experiences will be provided through three practicum courses in school programs for students with ED in inclusive and alternative school settings. The trainees will also receive instruction and training in interagency collaboration and family involvement with professionals from other disciplines.

Grant Number: H325H990101

Preservice Teacher Preparation for Providing Transition and Employment Services for Youth with High Incidence Disabilities

Project Director: Storey, Keith
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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of this project is to prepare personnel in the San Francisco Bay Area (and the state of California) to provide transition and employment services to youth with high-incidence disabilities, many of whom come from diverse ethnic, cultural, or racial backgrounds. To accomplish this task, the School of Education of Chapman University will increase the supply of special education teachers prepared to specialize in providing transition and employment services to prepare secondary-aged students with high-incidence disabilities for transition to work.

Method: Trainees will include: credential teachers currently providing direct services to this population who are interested in augmenting their training, and new prospective teachers. Special emphasis will be placed on recruiting teachers or other prospective teacher trainees who have disabilities themselves and/or come from diverse ethnic, cultural, or racial backgrounds that make up the demographic composition of the San Francisco Bay Area. A minimum of at least 24 specialists are expected to be trained during the three years of the project. The primary vehicle for accomplishing this task will be through the development of a Transition and Employment Specialist certificate in conjunction with the existing Mild/Moderate Disabilities credential and Master's degree program at Chapman University.

Grant Number: H325H990102

TEAM 2001: A University-School Partnership to Prepare African-American Men for Special Education Teaching Careers in Low-Income, Urban Schools

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project responds to national and regional clarion calls addressing the disproportionate representation of African American boys in special education classes. In reducing the glaring shortage of special education teachers, it specifically targets a population that is virtually absent from teaching forces—African American men.

Method: The project will nurture students as they progress through a 2-year undergraduate or 14-month graduate program developed by the Department of Special Education. The first year of the project will include the following cohorts: 10 undergraduate seniors, 5 undergraduate juniors, and 5 beginning Master's level students. Graduates of TEAM 2001 will enter jobs in which they serve children with disabilities in high poverty, inner city areas. The school district that is collaborating with the University in this venture has specifically guaranteed each TEAM 2001 graduate a teaching position in an urban school. Participants will attend biweekly seminars that will focus on working with urban education children and their families.

Grant Number: H325H990105

Reading and Learning Disabilities Teacher Education Program

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The purpose of this preservice teacher education project is to prepare high quality minority teachers of students with reading and other learning disabilities.

Method: The project will provide 30 master's level students with a variety of educational and clinical experiences that cut across related disciplines. The program will lead to initial Florida certification in two areas, reading and learning disabilities, and it will provide support for students from under-represented groups found in South Florida. The program will develop students' knowledge and skills in using validated instructional and behavioral strategies in the classroom and their skills in collaboration, consultation, and effective communication. Students will gain experience in providing culturally competent family-focused interventions for students with reading and other learning disabilities. The involvement of many different departments and programs at the university will provide a multidisciplinary and collaborative focus.

Grant Number: H325H990109

Creating Environments for Conflict Resolution and Peace through Training Adolescents with Emotional Disturbance

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will build unified systems for intervening effectively in the lives of youth whose potential to succeed is there, but whose life experiences have not encouraged positive development.

Method: The project will train 17 master's students in a 42-credit hour, part-time program that prepares teachers to work with adolescents with emotional disturbance (AED) in collaboration with five schools that serve AED and that do not separate training and service. University cost sharing will be used to advance the building of psychoeducational environments in the collaborating schools by training in intervention strategies and research-based conflict resolution curricula. Trainees will use collaborating schools for field experiences.

Grant Number: H325H990116

RECAP — Teacher Preparation Project: Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project is designed to provide training leading to special education certification for teachers on waivers and to provide training also leading to certification to other teachers serving children with emotional disturbance.

Method: The training program combines a Special Education Institute offering core courses in the evening and in the summer with an intensive, field-based training component using an empirically derived and structured program to help teachers more effectively manage the behavior of students with emotional and behavioral disturbances. Each year the project will recruit 16 teachers from local schools to participate in the program. The skills training program systematically addresses barriers to learning by providing teachers and other school personnel with a joint mental health/education framework for understanding students' maladaptive behavior and shaping an effective learning environment. The outcome of this training will be an increased cadre of teachers certified in special education and specifically trained to address the challenging social, emotional, and behavioral issues associated with children exhibiting emotional disturbance.

Grant Number: H325H990117

Preparing Secondary Special Education Teachers: An Emphasis on Transition

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will improve a training program for teachers of secondary students with disabilities by having them expand their roles and responsibilities concerning the educational programming of these students.

Method: The project will recruit and graduate 30 master's level secondary special education teachers with an emphasis in transition, focusing on students from underrepresented groups. Special education courses in the program will be expanded to address skills and competencies identified through a comprehensive needs assessment. The program will be implemented through course work, applied experiences, intensive supervision, and collaboration with local education agencies and state department linkages. Program graduates will also be prepared to assume leadership roles in their local educational agencies, as well as other school settings within their educational regions.

Grant Number: H325H990118

Community Learning Project

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The Community Learning Project (CLP) will create a partnership between the university agencies that serve families who are low socioeconomic status, organizations for populations that are underrepresented, and schools located in high poverty areas. The partnership will prepare preservice special and regular education teachers in an intensive, multi-component field-based program.

Method: The project will provide enhanced, supervised training through university instruction; it will teach preservice teachers how to implement effective instruction of academic skills for students with high-incidence disabilities in a supervised before- and after-school program in a high poverty school; and it will provide an enhanced student teaching experience. CLP will fund 20 preservice teachers each year to work in high-poverty schools and will provide instruction and field experience for teachers to learn and practice effective collaboration skills with educators, community agencies, and parents.

Grant Number: H325H990124

Preparing Personnel to Work with Children with Serious Emotional Disturbance and Autism

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The Department of Human Services at Stephen F. Austin State University (SFA) will conduct a three-year personnel preparation project to provide training for graduate-level personnel to serve children and youth with serious emotional disturbance and autism. The primary objective of the program is to prepare 36 graduate-level students (12 per year) to teach children with serious emotional disturbance and autism. Addressed through this objective are the need for services for increasing numbers of students with serious emotional disturbance as well as a critical shortage of teachers nationwide and in the states of Texas and Louisiana.

Method: This program emphasizes field experiences, research-based coursework and pedagogy, and recruitment of students from traditionally underrepresented populations and students with disabilities. The project will nurture partnerships among SFA and local schools to promote effective preparation of personnel and to promote collaboration between regular and special education personnel serving students with serious emotional disturbance and autism. The project will provide practical experiences and subsequent employment of trainees with rural school systems. The area primarily served by SFA, deep East Texas and western Louisiana, is traditionally rural and high poverty.

Grant Number: H325H990137

Preparing Paraeducators and Noncertified Substitutes for Urban Special Education Classrooms

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will train 30 paraeducators (instructional assistants and teacher aides) and noncertified substitutes, including those from underrepresented populations, to receive their special education (mild/moderate) credential and master's degree with an emphasis in urban multicultural special education. This project will address four major objectives: 1) recruit and train 30 urban paraeducators and substitutes who reflect the diversity of the communities in which they will teach; 2) provide significant financial assistance for 30 project interns; 3) implement a multidisciplinary (special and general education) training program with an emphasis on urban, multicultural special education; and 4) disseminate information on research on the best educational practices for recruiting, preparing, and retaining nontraditional candidates for careers in urban special education.

Method: Three cohorts of 10 students per year will complete a two-year field-based program consisting of special and general education coursework with emphases on urban and multicultural education. The project will use on-the-job training, instruction provided by urban education specialists, an integrated curriculum, intensive collaboration with local urban school district partners, case-based instruction, continuous supervision, and authentic assessment of outcomes in its focus on the application of effective instructional practices in general and special education for culturally diverse mildly/moderately handicapped children and their families. Training will emphasize direct application of theory and research-based knowledge into practice. Interns will be team taught and supervised by both special and general education faculty and a diverse team of doctoral fellows with significant and current multicultural, urban expertise. This program could serve as a national and state model for training of paraeducators in urban multicultural special education.

Grant Number: H325H990140

The Urban Poverty Project

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The Urban Poverty Project (Project UP) will work to improve preservice preparation of school psychologists to serve children with or at risk of high incidence disabilities (HID) in California's urban school districts, especially inner-city schools with high poverty rates. The project has two goals: to increase the numbers and diversity of school psychologists prepared to work in urban schools, and to improve, implement, and institutionalize an intervention sequence to better meet the needs of children with or at risk of HID.

Method: Project UP supports 20 trainees annually as they pursue the multi-year graduate school psychology program: two or three years of integrated courses and field experiences culminating in a full-time internship in the public schools. The project's efforts to improve its intervention sequence are guided by a concern that interventions should be unified and instructionally valid, sytematically implemented and evaluated, and culturally appropriate and informed by the needs of inner-city children of poverty, and that trainee competencies are best developed through modeling, real-life experience, supervision, and peer coaching.

Grant Number: H325H990141

The Alaska Early Childhood High Incidence Masters Training Program

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Beginning Date: 8/15/99
Ending Date: 8/14/02

Purpose: To meet the need for trained special educators and related service personnel to serve young children from 3-6 with high incidence disabilities and their families, the University of Alaska Anchorage is proposing a rural personnel preparation training program. Forty-eight early childhood specialists will earn a master's degree in special education with an emphasis in early childhood special education and a state endorsement in preschool special education.

Method: The program will recruit rural underrepresented Alaskan natives and will train a total of 48 students (plus an additional 16 who will graduate in 2003) with the skills necessary to provide effective early childhood services as well as being able to provide local, rural leadership in policy and programming decisions in the high-incidence early childhood systems and programs in Alaska. The major components of the program are: implementation of a high-incidence competency-based training curriculum that includes: coursework; intensive clinical study and practicum activities in autism, fetal alcohol syndrome/fetal alcohol effects, and speech and language delays; implementation of distance learning technology (allowing for distance delivery as well as on-campus delivery of the curriculum); utilization of high-incidence consultants as facilitators for distance learning coursework; and collaboration among university programs, state agencies, and the state infant learning program.

Grant Number: H325H990144

Capturing the Potential of Special Education Technology through Personnel Preparation

Beginning Date: 6/01/99
Ending Date: 5/31/02

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Purpose: This project responds to the need to develop collaborative training programs for personnel to serve school-age children and youth with high-incidence disabilities. The Department of Education and the Occupational Therapy Program at the University of Wisconsin-Milwaukee will develop a master's level personnel preparation certificate program to prepare leadership personnel to use assistive and instructive technologies to meet the academic, social, and behavioral needs of students with mild disabilities.

Method: Full-time training and support will be provided for six participants in the first year of the project as curricula are refined and validated. In the second and third years of the project, 20 part-time students currently employed in local school districts will be supported. Multidisciplinary instruction will be provided as students are presented with research-based curricula. Students and faculty in the program will create a CD-ROM each semester which will contain software, case studies, decision charts, and technology integration plans. These electronic resources will subsequently be available to future cohorts of students as well as being disseminated nationally as a resource for trainers and training programs. The personnel preparation program will utilize a training program model to collect data and monitor efforts to recruit, admit, retain, and transition into employment.

Grant Number: H325H990145

Enhancing Accessibility—Improving Preparation on Behalf of Three Special Groups of Graduate Students Who Will Serve Children with High Incidence Speech-Language and Hearing Disabilities in Rural Communities of Kansas: A Cost-Sharing Approach

Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will enhance accessibility, provide financial assistance, and improve preparation on behalf of three groups of graduate trainees who possess characteristics that are important to service on behalf of high-incidence communicatively impaired students in Kansas schools, particularly in rural communities. The three targeted groups are: non-traditional students who desire to enter complete pre-professional training in speech-language pathology (SLP) or audiology; trainees in SLP who are Hispanic or fluent in Spanish; and those who evidence a strong commitment to serving communicatively impaired children and youth in Kansas, particularly in rural communities.

Method: Seven graduate students in each of the groups described above will be recruited each year, for a total of 21 students each year, and 63 graduates over the three years of the project. Students will be trained in competencies guiding the education of pre-professional speech-language pathologists and audiologists for certification in Kansas. They will also be trained for collaboration with regular and special education teachers and related services personnel. Students will engage in practicum and field experiences during their course of studies. The unique characteristics of the students recruited through the project will place them in strategic places and environments to serve the communicatively impaired in the schools. Fourteen special education cooperatives representing 91 school districts in Kansas intend to participate in the cost-sharing component of this project and will work to place the graduate students at the completion of their preparation.

(84.325N)
Projects of National Significance – Nondirected

Grant Number: H325N980006

Principal Training in Special Education

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will develop a model blueprint for training preservice elementary and secondary school principals in legally defensible and educationally sound inclusion programs extended to students with emotional and behavioral disorders.

Method: The project blueprint includes customized courses in special education law and curriculum, instruction, and program design to provide basic building blocks. Leadership institutes on specially selected topics will be offered for more refined knowledge and skills, and a year-long practicum with a supporting seminar will teach effective application of these cognitive competencies. Project activities are facilitated by an advisory panel of key stakeholders and an external evaluator and by the efficient use of technology, including a Website and chat-lines. The project will directly serve 48 participants in three one-year cohorts of principals. In addition, via teleconferences, distance learning institutes, and other products developed by the project, many practica and other sites will be served through project activities.

Grant Number: H325N980009

Professional Development Academy: Enhancing Collaborative Partnerships for Systems Change

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will assist in the establishment and perpetuation of substantial interagency, inter-institutional, and interdisciplinary collaboration to ensure higher expectations and positive educational outcomes for all students.

Method: The project will identify, develop, and support a leadership network that bridges state and local district professional development systems, effecting changes that will impact on the lives of children with disabilities. It will enhance the capacity to create professional development systems through technical assistance that matches state, regional, and local conditions and context. The project will develop a cadre of trainers to replicate a professional development academy model at local educational agencies. The state and local education agency teams developed through this project will create supportive learning systems to promote development, learning, and higher levels of success for all children. These teams will develop and sustain the capacity to improve continuously, meet higher standards, establish effective collaborative partnerships, and challenge others to achieve similar accomplishments.

Grant Number: H325N980022

Model for Paraprofessional and Supervisor Training Designed to Meet the Needs of Students with Disabilities in General Education

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will improve the training of paraprofessionals to meet the needs of children with disabilities in general education classrooms through model preservice and inservice programs for paraprofessionals and the teachers who supervise them. The training model addresses entry-level and advanced training for paraprofessionals and supervisory training for teachers in three delivery formats: distance learning, Internet, and group instruction.

Method: The project design includes development and field-testing of entry-level paraprofessional and supervisor curricula and advanced paraprofessional training curricula, and validation and revision of all curricula and delivery formats to develop a blueprint for training that can be effectively replicated nationally within the State Improvement Plans.

Grant Number: H325N980029

Education and Work Leadership Program

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Education and Work Leadership Program aims to enable school-based teams and educational leaders to improve student learning, school cultures, and educational accountability.

Method: University of Wisconsin at Madison (UW) faculty from the Departments of Educational Administration, Rehabilitation, Psychology, and Special Education have designed this program in collaboration with local practitioners. The program design incorporates a series of leadership seminars, field-based externships, and program improvement-focused action research in an 18-credit certificate program. More specifically, the cohort-based, two-year program will conduct the following activities: 1) prepare practicing professionals to assume school-wide leadership positions in teaching, administration, or student services, focused on improving education-and-work programs that effectively include youth with disabilities; 2) enhance the capacity for improving professional development, teacher education, and administrator preparation by establishing and/or supporting new certification options and standards for advanced teaching and program leadership that focus on inclusion of youth with disabilities; 3) engage the participants and UW faculty and research staff in collaborative action research and development projects, which develop new knowledge about education-to-work and inclusion practices, inform and advance local policies and practices, and create opportunities for developing, implementing, and testing new school-wide approaches to career-oriented learning.

Grant Number: H325N980034

New Scripts for 21st Century Services: An Innovative Model for Supporting Change and Reform in Interprofessional Preservice Training

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will expand upon a model for supporting change and reform in professional preservice training that was developed through three prior projects. It is designed to expand, replicate, evaluate, and disseminate information about a technical assistance approach for preparing higher education faculty to serve as leaders in providing and promoting quality interprofessional early childhood intervention preservice training in their states.

Method: New Scripts takes an ecological, individualized approach to produce documented, long-lasting higher education change. The project will generate needs, priorities, and support for making changes in early childhood intervention preservice personnel preparation from higher education and state leaders. It will provide models, materials, and educational experiences, including an intensive training institute to address state priorities for interprofessional teams of faculty, providers, and families. It will facilitate the development of state and individual action plans for improving the quality of preservice preparation efforts and it will provide technical assistance in support of these plans.

Grant Number: H325N980038

Teacher Training to Supervise Paraeducators Using Validated Curriculum and a Problem-Solving, Consultative Method

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will train teachers to supervise paraeducators using validated curriculum and a problem-solving, consultative model. Via the use of a train the trainers component, the project will strengthen local capacity in participating school districts, thus providing the means of ongoing support and training.

Method: The six major activities of this project are: 1) to provide training to supervising teachers and their paraeducators in the skills necessary for effective collaboration to enhance services for students/children with disabilities; 2) to collect final field-test data on curriculum materials relating to effective supervisory relationships (namely "Teamwork and Evaluation") in order to make final adjustments to the materials and ensure their complete effectiveness; 3) to develop and field-test a facilitator manual to accompany "Teamwork and Evaluation" so that the materials can be made widely and easily accessible to educators who wish to increase their supervisory skills and school districts and/or states who seek to validate curriculum in order to provide this training to their educators; 4) to provide a training of trainers in the curriculum, thereby increasing the capacity of school districts to continue training teachers and paraeducators; 5) to provide orientation training for building- and school district-level administrators in the issues surrounding supervision and training of paraeducators; and 6) to disseminate results of research and development activities to appropriate audiences.

Grant Number: H325N990009

Building Safe and Responsive Schools: System-Wide Training in Preventive School Discipline

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Beginning Date: 8/20/99
Ending Date: 8/19/02

Purpose: The Safe and Responsive Schools (SRS) project will implement school-wide behavior planning to develop a comprehensive model of systems change in school discipline. The project will work with 12 schools in two states to implement a preventive model of school discipline to significantly expand the array of options available to schools in addressing the issue of disruptive behavior.

Method: Project staff will develop a guide to school safety and discipline, containing a variety of empirically validated strategies for developing nonviolent school communities in the areas of prevention, identification and assessment, and effective responses. System-wide involvement, including parents, administrators, community members, and school boards, will be essential in ensuring that school-based change is supported during and after the funding period. The final products will provide information to schools and local education agencies on an array of strategies to increase the effectiveness of special and general education with respect to disruptive or violent behavior, and procedural guidelines for implementing school change. Ultimately, the completed guide will provide a blueprint for developing safer and more responsive schools for all students.

Grant Number: H325N990015

Project PEGS

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will design, produce, field test, and broadly disseminate two interactive CD-ROMs with accompanying workbooks for adults (including beginning teachers, paraprofessionals, and parents) to learn and practice positive behavioral interventions for children ages 2-6 and teens ages 12-16. This independent learning tool will merge technology with developmental therapy/teaching, a proven method of training for adults who teach and supervise children with difficult/disruptive behaviors, in a variety of settings.

Method: The project will write, design, produce, and evaluate interactive training CDs with accompanying workbooks based on developmental therapy/teaching principles and methods. Adult stakeholders will then use the CD-ROMs to view simulations of problem behaviors, choose responses, see the consequences of each response choice, and receive feedback on their management style, thus gaining practical response skills that foster the social-emotional competence and responsible behavior of children/youth. The CDs produced by the project will be nationally disseminated and distributed to public school districts, and additional copies will be provided to field test participants. At a minimal cost to school districts, positive behavior management strategies can be used to create environments that are safer and more psychologically secure.

Grant Number: H325N990017

Project MENUS: Meeting Educational Needs of Underserved Students

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project of California State University at Northridge will design, implement, evaluate, and disseminate a comprehensive in-service training model to provide school personnel fundamental information regarding the education of students who are deaf or hard of hearing. Project MENUS (Meeting Educational Needs of Underserved Students) will create methods to increase the knowledge of personnel working in schools, state departments of education, and support agencies with an emphasis on those responsible for implementing, overseeing, and consulting on services for students who are deaf or hard of hearing from infancy through age 21.

Method: The project will develop a curriculum of 60 stand-alone training modules, a training manual, and eight videotapes; train 10 specialists in the field of deafness to effectively use the MENUS curriculum; establish a project advisory council; serve as a resource via telephone, fax, and e-mail on issues related to serving deaf or hard-of-hearing students in inclusive education settings; provide training and outreach; and disseminate its materials nationally.

Grant Number: H325N990021

Comprehensive Statewide Training Opportunities for Paraeducators

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project of the University of Colorado at Denver will address the inservice training and supervision of paraprofessionals. The project is guided by a conceptual framework known as the CO-TOP model, which employs advisory panels and ongoing evaluations to ensure integrity and applicability and to ensure that families of students with disabilities contribute to development.

Method: The project will first refine the CO-TOP model and then establish a working model in two states, training school professionals who will then train and supervise paraprofessionals. It will document and evaluate the processes and outcomes of model implementation and create a manual containing procedural information and case studies. The CO-TOP model, as presented in the procedural training manual, will be widely disseminated to various stakeholder audiences through presentations at conferences and meetings and articles in professional journals.

Grant Number: H325N990028

Self-Determination for Teachers and Administrators through Pre-service and In-service Preparation

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of this project of national significance is to develop, field-test, and disseminate preservice and inservice models that will help teachers and administrators become more self-determined and better prepared to promote self-determination. This will be implemented through the collaborative efforts of several universities in Michigan and Oregon.

Method: The core course and infusion models developed, tested, and disseminated by this project will be incorporated into existing preservice and inservice programs for teachers and administrators to help them become more self-determined and better prepared to teach these skills. The project will develop a course on self-determination skills and practices for preservice teachers and a course for administrators. The modules developed by the project will be infused into a variety of administrator and teacher service curricula.

Grant Number: H325N990029

Community Teams Trained to Lead in Early Intervention (A Tri-State Model for the Nation)

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project of the University of Tennessee Boling Center for Developmental Disabilities will provide a model for professional development based on team-based training, the development of policy and advocacy skills as tools for systems change, and local community involvement for initiating change and ensuring the input and commitment of early intervention stakeholders.

Method: To accomplish the goals of the project, teams of community leaders will be trained with the knowledge and skills necessary to effect change through advocacy, training of others, and policy formation. The project will use a trainer-of-trainers model in three states, including nine rural and urban communities. Teams will include early intervention stakeholders. The training curriculum will focus on inclusion, transition, and family-centered approaches. The project will develop a guide for recruiting, retaining, and rewarding team members; a curriculum for the three states involved; a guide for planning training; needs assessment and evaluation instruments; community individual action plans and their outcomes; a replicable case study of the collaborative interdisciplinary community-based early intervention personnel training; and a list of trained early intervention change agents who can serve as resources to others.

Grant Number: H325N990043

Helping Schools Help Themselves: School Staff and Paraprofessionals Working Together to Solve Serious Problem Behaviors

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The goal of this project is to increase schools' resources and skills in identifying and implementing effective solutions to behavior problems of children with disabilities. This will be accomplished by training teams of school staff to conduct functional assessments of behavior and to design, implement, and monitor behavior intervention plans.

Method: In the first year of the training program, members of the schools' student study teams (SSTs) will learn to conduct functional assessments of behavior; to design, implement, and evaluate behavior support plans; and to develop an efficient, effective strategy for embedding the assessment and intervention process into the schools' infrastructures. In the second year, one individual from each team will be selected to become the team leader for that school. Team leaders will learn how to lead the functional assessment/behavior intervention planning and to train new members of the schools' SSTs. Paraprofessionals will be included as an integral part of the SST at each school and will learn to expand their role in the school system and to increase the collaboration between educators and paraprofessionals. This, in turn, will improve the schools' capacities to monitor the implementation and outcome of behavior support planning. The project will produce training modules designed for paraprofessionals and other school staff.

Grant Number: H325N990046

Paraeducator Development Project

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: To address concerns related to providing paraeducators with the necessary skills and knowledge to be effective partners in educating children in special education programs, this project will develop a comprehensive inservice training delivery model for paraeducators. It is a collaborative effort among state offices and universities in Montana.

Method: The project will focus on issues related to training paraeducators in remote school districts such as those found in Montana and on Indian reservations across the United States. It will establish a paraeducator advisory board consisting of representatives from the National Indian School Board Association and other programs and set up eight regional training councils where local mentors will be able to assist with further trainer development. A technical assistance center will support the regional councils. The paraeducator/team training approach will be developed into a competency-based curriculum and delivered through summer institutes and video conferencing where paraeducators are seen as a community/cultural resource. A World Wide Web site with links to other paraeducator sites will be established and used to disseminate related information. A training module for use in higher education training programs will be made available on a national basis.

Grant Number: H325N990047

Mentoring Induction Project

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The Mentoring Induction Project is a collaborative program to establish and pilot national mentoring induction guidelines for first year special education teachers. It will develop a consensus document on these principles and guidelines and pilot the project in five school districts across the nation. The mentoring guide for school districts, which will also be developed, will include information on budgeting and other administrative concerns.

Method: The mentoring induction principles and guidelines will be developed cooperatively by the participating groups and in conjunction with the needs expressed by various school districts. The guidelines will be piloted in districts that are already implementing mentoring or similar induction procedures. A system of electronic supports such as listservs will provide opportunities for guidance and sharing experiences with other mentors and mentees.

Grant Number: H325N990050

An Inservice/Preservice Model to Train Early Childhood Inclusion Support Personnel

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project builds on a previously demonstrated model to disseminate an advanced, individualized program to train early childhood special educators and early intervention professionals to provide effective inclusion support for infants and young children from birth to five.

Method: The competency-based model for this project provides training materials and methods to train skills in the following areas: inclusion support strategies and resources for a wide range of children, including children with low-incidence and severe disabilities; parent partnership strategies; legal and administrative issues; collaborative consultation skills to support itinerant models of support; co-teaching methodology; and conflict resolution. The training package will include written and videotaped material. Final products will include both preservice and inservice materials and field-tested guidelines. Products will be disseminated to university preservice programs and to state departments of education.

Grant Number: H325N990051

Internet-Based Teacher Training Resources for Working with Paraprofessionals

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will ultimately provide leadership in the development of teacher training resources for working with paraprofessionals.

Method: The project will improve the quality of educational programs for students with disabilities by: 1) increasing the number of teachers who are prepared to work effectively with paraprofessionals in regular and special education programs; 2) developing cooperative partnerships between teacher training institutions and schools to address problems and issues in providing training for teachers related to paraprofessional personnel;

3) developing and disseminating field-tested model procedures and resources to support teacher training programs in providing systematic preservice and inservice training programs that address the training and supervision of paraprofessionals; and 4) utilizing technology to develop and implement strategies and resources for providing teacher training that addresses distance and accessibility issues and makes resources widely available.

Grant Number: H325N990052

Project INTERACT: Inservice Training, Education, Resources, and Communication through Technology for Deaf Mentors

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: Project INTERACT will develop, implement, and evaluate an innovative model to provide ongoing inservice training to deaf mentors in early intervention systems. The training will result in increased interaction between early intervention paraprofessionals who are deaf and deaf infants, young children, and their families—this increased interaction helps promote improved language development and higher self-esteem in these children.

Method: Project activities will be conducted via two training formats: 1) CD-ROM, print materials, and computer-mediated interaction for individual learners, and 2) videotape, print materials, American Sign Language interactions through computer-based videoconferencing, on-site discussion, and e-mail for groups. Deaf mentors in four states will participate in project training and evaluation. The training processes and products will be appropriate for deaf adult learners, will be replicable, and will impact the quality of early intervention services to large numbers of deaf children.

Grant Number: H325N990053

New Roles for ECSE Teachers: Preparing for Itinerant Services

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will define the roles, responsibilities, and accompanying performance indicators of itinerant early childhood special education teachers (IECSE) through multiple research methodologies with a variety of stakeholders, including parents, teachers, and administrators. It will develop two curriculum packages for use with IECSE and community-based early childhood teachers and administrators. This project will impact the quality of inclusive early childhood education services to young children with disabilities and their families.

Method: The project will achieve its goals through multiple research methods that include a literature review, observations of IECSE teachers, interviews with parents and administrators familiar with those teachers, and questionnaire research. It will synthesize the information and develop a blueprint that describes critical roles, responsibilities, and performance indicators. It will develop and field test a curriculum package to be used for preparation of ECSE teachers to serve as itinerant teachers. In addition to development of the curriculum packages, a collaborative partnership with the Ohio Department of Education will result in use of the project model to develop and disseminate a set of guidelines to LEAs describing recommended practices for IECSE teachers and IECSE service delivery. These guidelines will be disseminated through targeted mailings, an interactive World Wide Web site, conference presentations, and publications.

Grant Number: H325N990058

Project RIMES: Preparation in Reading Instructional Methods of Efficacy with Students At Risk for Learning Disabilities and At-Risk English Language Learners

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Beginning Date: 8/15/99
Ending Date: 8/14/02

Purpose: Project RIMES, Reading Instructional Methods of Efficacy for At Risk Students, will develop, implement, evaluate, and disseminate an interactive, collaborative model of professional development designed to increase the knowledge and skills of early elementary and special education teachers and their paraeducators in teaching early reading and spelling. This project addresses the nationally significant issue that approximately 20% of children have serious difficulty in learning to read.

Method: Project RIMES will build upon its demonstrated effectiveness in increasing teachers' knowledge and skills in the areas of attention deficit/hyperactivity disorders and early literacy. The project refines and extends its current work in early literacy to meet the demands of an increasingly diverse school population by extending its focus to include at-risk English language learners (ELL). The project has three phases: the development and implementation phase, the replication phase, and the extension and dissemination phase. In the development and implementation phase, the course and ongoing collaboration will be further developed to infuse competencies for teaching at-risk ELL students and will be implemented and evaluated with 60 early educators in urban and rural sites. Formative and summative evaluation of participants, student outcomes, and participant feedback will be used to evaluate and refine the model. During the replication phase, the model will be replicated and evaluated with 60 additional educators.

(84.325P)
Partnerships to Link Personnel Training and School Practice

Grant Number: H325P980006

Professional Development: School without Walls

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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: This project aims to enable the following educational reforms to occur: 1) curriculum reform and identification of the current and emerging roles of special educators in inclusive schools; 2) implementation of a model for providing ongoing intensive professional development; 3) creation of new professional roles that bridge university and school programs; 4) generation of a case study that will enable replication of the model; and 5) follow-up of graduates from the preservice teacher education program. The project has the dual purpose of simultaneously improving teacher education and classroom practice. Specific attention will be given to improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. A secondary purpose of this project is to study the effectiveness and sustainability of the partnerships over time.

Method: The University's Departments of Elementary and Special Education will work collaboratively with teachers and administrators from the school districts, administrators for the Florida State Department of Education, and faculty in the University's English as a Second Language Program to identify and incorporate the common core of knowledge and skills that are appropriate for all prospective general and special education teachers, that are aligned with critical teaching standards and with high student content and performance standards, and that all teachers should have in order to teach in inclusive schools that serve diverse student populations. Additionally, this group will study the current and emerging roles of special educators and incorporate the appropriate training for these roles in curriculum reform. Teachers, administrators, university faculty, and students will all be involved in the dual function of preparing preservice personnel and conducting ongoing action research that will support their construction of knowledge, professional development, and improved classroom practice. The partnership model will first be implemented and evaluated in Pasco County and then it will be replicated and evaluated in Hillsborough County. The implementation and replication design will identify factors that impact and affect the successful implementation and maintenance of partnerships, and particularly this model for a partnership. The effectiveness of the curriculum reform effort will be assessed in follow-up studies of the first two cohorts to graduate from the program. Through these activities, the project will create a learning community that will have the purpose of and will function as a professional development school, but it will not be confined to the structure of a building. The work of the "PDS without Walls" will be shared on a Web page and in a newsletter summarizing teacher research.

Grant Number: H325P980009

A 21st Century Construction: The Sustainable, Renewing University-School District Partnership

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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: This project will build on existing collaborations to develop, implement and evaluate a district-university partnership model that features four integrally linked outcomes designed to meet the needs of students with disabilities in general education classrooms: 1) exemplary teacher preparation for general and special education teacher candidates; 2) continuing results-oriented professional development for district/university faculty; 3) the integration of research/evaluation and practice through collaborative action research conducted in schools and classrooms; and 4) exemplary education for all P-12 students, including students with disabilities.

Method: The project will build upon a developing partnership between the University of Colorado at Denver and the Adams 14 Public Schools, a district that uses a model for inclusive services for all students, including students with disabilities as well as those served in Title I programs. The project is intended to establish a sustainable and renewing partnership at four levels: district, university, individual school, and teacher (district and university). The achievement of an exemplary teacher preparation program will involve all district schools in preparing new special education teachers and will involve three partner schools in which general and special education teachers are both prepared. The partner schools will assume a leadership role for the district with regard to the integration of research/evaluation and practice through collaborative, action research.

Grant Number: H325P990018

Chicago Teacher Collaborative: A Project to Establish a Unit For Personnel Training, School Practice, and School Development in Special Education

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: This school partnership is an initiative that creates a unit at DePaul University to respond to the need for teacher training programs that link institutions of higher education and public schools, the need for a greater number of well-trained special education teachers, and the need for regular education teachers trained to respond to the needs of students with disabilities in regular education environments.

Method: This program will establish a solid system to meet these needs and will also sustain and expand inclusive school practices in the city of Chicago. The system will engage 48 preservice teacher education students in meaningful in-school residencies and coursework in special education, and will also engage 90 teachers with substantial years of teaching experience in renewing their abilities to respond to the needs of students with disabilities in regular education environments. The project links personnel preparation at the university with three Chicago public high schools and will enable the university and the public schools to build their own ongoing capacity to respond effectively to students with disabilities in regular education settings. A summative evaluation will be completed each year to determine the program's impact on the school, the students, parents, the inservice teachers, and the preservice teachers.

Grant Number: H325P990019

Project P.L.U.S.: Partnership Linking University-School Personnel to Improve Early Literacy Outcomes in Urban Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: Project PLUS is a model of professional development that uses university-school collaboration to develop and implement early literacy intervention for English language learners from urban, high-poverty backgrounds who are very likely to be identified as having learning disabilities. The project is guided by several principles, including the belief that early intensive remedial intervention in basic reading, language, and writing skills is essential to improving the achievement outcomes of students with potential learning disabilities and that family involvement in literacy practices is essential to improving literacy outcomes for students with learning disabilities or those at risk of being identified with learning disabilities.

Method: University teacher education faculty from elementary and special education will provide professional development and will serve as coaches for individual primary grade and special education teachers co-teaching in an inclusive model. The project will provide ongoing documentation of learning outcomes for students to allow the teacher-coach teams to more effectively implement classwide instruction as well as individualized intensive remedial assistance. Intern teachers (20 per year) currently enrolled in the university and employed in urban schools with emergency credentials and little prior training will be released from their schools to participate, and inservice teachers from the district (30 per year) will participate in a site-based summer institute. A primary focus of Project PLUS is to develop permanent products and engage in ongoing national dissemination activities to facilitate replication of effective practices.

(84.325S)
Special Olympics

Grant Number: H325S990001

1999 Special Olympics World Summer Games

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Beginning Date: 10/01/98
Ending Date: 9/30/99

Purpose: This project supports the 1999 Special Olympics World Summer Games in North Carolina, an event which represents the pinnacle of athletic competitions for athletes with mental retardation. Before, during, and after the 1999 Games, people with mental retardation will participate as athletes, coaches, officials, speakers, staff, volunteers, and spectators. In addition to the athletic competition, the 1999 Games presents a tremendous opportunity to educate the people of North Carolina about the lives of Special Olympics athletes and others with mental retardation.

Method: The 1999 Games will conduct many programs and activities in conjunction with the competitions. Duke University will host an academic symposium on mental retardation which will emphasize independence and self-determination for persons with retardation and will identify and share best-practices models with participants. A school enrichment program will help educate North Carolina students about mental retardation, demonstrating the qualities and experiences shared by people with and without disabilities, in order to promote a more positive attitude toward individuals with disabilities and to develop practical strategies for students to use when relating to individuals with mental retardation or other disabilities. To promote the interaction of communities and Special Olympics athletes, the 1999 Games will feature a statewide Host Town program to promote public awareness of and involvement in the Special Olympics. Host communities will house, feed, transport, entertain, and arrange practice facilities for their visiting delegates. Other activities include delegation services to meet the needs of visiting delegates from 150 countries and education of volunteers. The Special Olympics World Summer Games Organizing Committee will conduct a public service announcement campaign and a documentary film festival. Through a mental retardation awareness campaign, it will draw media attention to the event and provide visibility for all participants and for its volunteer recruitment efforts. A World Games Festival will provide a place for art, culture, industry, and local communities to unite in a celebration of the athletes and their accomplishments.

Grant Number: H325S990003

2001 Special Olympics World Winter Games/Alaska

Project Director: Stevens, Ben
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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project helps continue the activities of the Special Olympics World Winter Games, which provides a year-round program of training and athletic competition in a variety of Olympic-type sports for children eight years of age and older with mental retardation as well as adults with mental retardation. These activities provide continuous opportunities to develop physical fitness, demonstrate courage, and participate in sharing their skills and experiences with their families, other athletes, and the community. The World Winter Games will bring approximately 6,000 athletes, coaches, delegates, and dignitaries to Alaska for 10 days during the winter months.

Method: Programs and activities of the World Winter Games will include a K-12 enrichment program with a special curriculum on mental retardation. This program will be made available over the Internet for teachers throughout Alaska. An academic symposium will demonstrate and create initiatives to empower people with mental retardation and will bring together people from various sectors of the Alaskan community who deal with the education and employment of people with mental retardation. A Host Home program will take in delegates from 80 nations and provide an opportunity to exchange cultural values and implement the concepts developed in the school enrichment program. The project, with the support of communities throughout Alaska, will help develop a bigger and stronger Special Olympics program and help expand the program to the indigenous peoples of Alaska. The increased levels of community involvement will also help foster a greater sense of pride in those communities.

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